Annual Implementation Plan: for Improving Student Outcomes

School name: California Gully Primary School   Year: 2017

School number: 0123   Based on strategic plan: 2015-2018

Endorsement:

Principal   Jason Lee   20.03.2017   Senior Education Improvement Leader   Damien Jenkyn   [date]

School council   Roz Bradley   20.03.2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
• To improve the learning growth and achievement of every student in literacy and numeracy.
• To improve the engagement and motivation of every student.
• To foster a cohesive school community that supports and enhances the wellbeing of every student.
• To maximise the use of resources available to the school to achieve the best possible outcomes for students.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Our school has chosen 'Building practice excellence' based on the body of knowledge we gathered through our school review in late 2014. As a result of the review we identified the need to improve student outcomes in both literacy and numeracy. Importantly addressing the issue of students not achieving results above the expected level. As a result of coaching, mentoring, training staff to be experts in particular fields and a whole-school agreed approach to the explicit teaching of literacy and numeracy we have achieved some significant milestones with our teaching practice. Specifically, in the areas of Reading and Numeracy our focus has now moved to Writing, Reading (oral language intervention intervention) and Spelling. As a priority this initiative ensures we maintain a strong focus of 'excellence in teaching and learning' and resource it accordingly. With this in mind the intention is to continue to embed exemplary pedagogical practice in the area of literacy through engaging with educational leaders in their field of expertise, collaborating with other schools with similar priorities, peer observations and a well-planned and resourced intervention program.

The second initiative centres on 'Empowering students and building school pride'. Our focus on this initiative is based on the analysis of Student Attitudes to School Data which indicates 'Connectedness to Peers and School' can be improved upon. The clinical psychological test undertaken by our year 3-6 students in 2015 as part of the Building Resilient School Communities project indicated cohorts of students' sense of 'belonging' and 'fulfilment' for life overall were low. Steps were taken in 2016 to provide students with a variety of opportunities to lead school initiatives this has been successful however the work is ongoing and needs consolidation and improvements for the 2017 school year. The opportunity to embed much of what we put in place in 2016 will I hope increase student resilience, their sense of belonging and empowerment within our school community.

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Key improvement strategies (KIS)
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	• Embed a consistent whole school approach to teaching based on the accurate assessment of student ability and the delivery of a differentiated curriculum that addresses the learning needs of all students. • Build quality teacher practice through structured learning, coaching, peer observation, feedback and reflection.
Empowering students and building school pride	• Plan, document and implement coordinated strategies to engage students and parents as partners in learning. • Build opportunities for enhanced student voice by seeking feedback from students about their learning.
	• Review, develop and implement strategies to improve attendance.
	• Embed a whole school approach to student wellbeing that includes strategies that focus on strengthening home-school connections and the promotion of positive community relationships.
	• Manage and align the allocation of resources according to priorities determined in the school strategic plan.

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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please not that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	To improve the learning growth and achievement of every student in literacy and numeracy.				
IMPROVEMENT INITIATIVE	**Building practice excellence**				
STRATEGIC PLAN TARGETS	A 10% increase in the number of students achieving above the expected Vic Curriculum levels at years 1 through to 6				
	Students achieving above expected VC levels (English & Mathematics	2015 – 41	2016 – 39	2017 Benchmark - 45	
	Year 5- Students achieving medium to high NAPLAN Relative Growth in 2016				

12 MONTH TARGETS	Dimension	2015 Results	2016 Benchmarks	Results	2017 Benchmarks
	Writing-	71%	75%	68%	75%
	Reading-	64%	70%	80%	80%
	Spelling-	69%	75%	80%	80%
	Grammar & Punctuation-	68%	75%	69%	75%
	Numeracy-	73%	75%	84%	85%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Embed a consistent whole school approach to teaching based on the accurate assessment of student ability and the delivery of a differentiated curriculum that addresses the learning needs of all students.	Implement the Oral Language Intervention Plan established in 2016. (see OLIP for details)	Teaching staff	Ongoing	6 months:	● ● ●	Specific oral language assessment tools (determined through a review of our assessment schedule and professional learning) are being used to identify students both at Tier 2 and 3 levels.	25 000	2334
				Evidence based assessment tools have been used to identify students and their needs who require Tier 2 and 3 support.	●			
	All teachers and ES staff understand their roles and responsibilities and implement Tier 1,2,&3 programs as required.	Teaching staff	Ongoing	All weekly teaching programs show evidence that Oral Language is a priority area	●		5 000	1200
		Curriculum Team	Term 1	Victorian Curriculum Speaking and listening checklists are in place for years 4, 5, and 6.	●	Students have been identified and placed into intervention programs across Years 1 to 6. Students have been exited from certain programs and new students added based on assessment.		
		Teaching staff	Term 1	ES staff have been mentored and assist classroom teachers with oral language activities.	●			1596
	Build upon and implement the Response to Intervention Program (Years 1 to 4). RTI coordinator implements the program and	Kristy	Term 1	RTI program plan is documented and both classroom teachers and trained ES staff are implementing the program.	●	ES staff have been coached to undertake support roles in the intervention.	16000	
			Term 2					

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	compliments this by coaching ES staff and monitors their progress.			Tier 2 students have been identified. They are monitored and can demonstrate growth through specific assessment tasks.	🟢	Greater focus on Tier 3 has been identified and will be planned for in semester 2. Post testing has shown growth for most students in the intervention programs.	1000	
	Short Term Learning Plans are in place for those students identified as having the capability to achieve above expected levels in an area of English or Mathematics.	Classroom teachers grades 3-6	Term 1	Students are identified for the program through collected student data.	🟡			
			Ongoing	Conferencing occurs twice a term with students. STLP's are reviewed and updated to reflect learning expectations	🟡	Students identified through semester 1 assessment as candidates for STLP's will be placed on a plan at the beginning of term 3.		
	Extend moderation practice across the teaching year levels to ensure a consistent approach to assessment and judgement of student achievement.	Classroom teachers Jason & all staff	Ongoing Term 4	Term meeting schedule priorities Moderation as an agenda item at Staff & PLT meetings	🟢	Moderation has occur at the Unit meeting level and at a whole-school level. This was extended to the Eaglehawk cluster and writing moderation took place in week 6 of term 2. Benefits included viewing other schools' moderation documents and discussing and clarifying progression at different levels.		
		Jason & Kristy	Term 4			Xuno Data Tracking system was purchased in June and will provide an effective way to analyse student assessment results at the individual year and whole-school level.		
		Jason & classroom teachers	Term 4	12 months: Refer to Oral Language Intervention Plan and targets to review successes and required improvements. The RTI program is reviewed to determine its success and any modifications required for the 2018 school year. STLP's are reviewed and updated to reflect changes in students' needs. 60% of students show accelerated learning in the identified subject area (12 month target)	🔴 🟡 🟢			

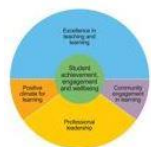| Build quality teacher practice through structured learning, peer observation, feedback and reflection. | Implement a whole school focus on the explicit teaching of Spelling.

Professional development in the explicit teaching of Spelling occurs early in 2017

Review progress of the Spelling program at regular intervals- once a term.

Continue to implement a whole school focus on the explicit instruction of writing.

Peer observations and feedback will focus on Writing and Spelling

Moderation of student writing occurs at least once a term. | Jason

Michelle Hutchinson

Jason

Jason

Jason

Jason

Jason
Annette
Linda

Jason | March

Term 1

Ongoing

Ongoing

Term 2

Ongoing

Term 3 | 6 months:

All classroom teachers are implementing the SMART Spelling program.

The program is reviewed as required and modifications to the program and program highlights & successes are documented

Writing through the use of the Stephen Graham explicit teaching model is embedded across the school including the Grammar and Punctuation Scope and Sequence.-

Each classroom teacher will be involved in 2 peer observation sessions (Spelling term 2). All sessions will be completed through reflection and peer feedback.

Moderation of student work provides classroom teachers with work samples and documentation to make consistent judgements when assessing students | 🔴 🟡 🟢

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Whole-school approach to the explicit teaching of Spelling is in place

Term 1 professional development day enabled all teaching staff to clarify practice and the explicit teaching required.

Peer observations have occurred with a focus on phonological awareness and spelling. Knowledge gained from peer observations is transferred into classroom practice (anecdotal)
During Semester two teachers will have the opportunity to undertake peer observations internally, at other schools in our region and also co-teaching based on Lyn Sharrett's model. | 5000

1000 | 500

586 |
| | | Jason | Term 3 | 12 months:
Each classroom teacher will be involved in 2 peer observation sessions (Writing term 3). All sessions will be completed through reflection and peer feedback. | 🔴 🟡 🟢 | | | |

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve the engagement and motivation of every student.
IMPROVEMENT INITIATIVE	Empowering students and building school pride
STRATEGIC PLAN TARGETS	By 2018 all Teaching and Learning Factors on the Student Attitudes to School Survey will be maintained within the 4th quartile. By 2018 student absent rates will be reduced from 16 days to 13 days (per student)

12 MONTH TARGETS	Targets	2016 Results (Percentile)							2017 Benchmarks
	Student Motivation	30%							3rd Quartile (50-75 percentile)
	School Connectedness	57%							
	All other Teaching and Learning Factors	SL	64%	LC	55%	T EF	68%	T EM 59%	4th Quartile (75-100 percentile)
	Attendance (absent rates)	School Average- 18.14 per student							School Average – 14.5 days per student

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA		MONITORING		
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Plan, document and implement coordinated strategies to engage students and parents as partners in learning.	Use the 'transition timeline checklists' to ensure the transition program is implemented with all families and students.	Jason / All Teachers	Term 1-4 Ongoing	6 months: The checklists are used to ensure of practices and procedures are adhered to throughout the year.	🔴 🟡 🟢 🟢	All relevant documents required for an induction were forwarded and discussed with staff at the start of the year.		
	Induct all staff at the beginning of the school year to ensure they are familiar with the policies and processes.	Jason	Term 1 Week 1-2	All staff have been inducted as required at the start of the year. Each staff member has an 'Induction Package'	🟢			
	Communicate the need for parent support and approach parents to assist in a variety of school roles.	All Staff	Term 1- Week 1 & Ongoing	The 'Welcome to 2017' 3 way meetings provide teachers with the opportunity to garner support, assistance and provide information for the upcoming school year.	🟢	3-Way conference took place and all required documentation and key discussions occurred. Positive intent was the focus for all discussions setting the right tone for the start of the year.		
	Review the school induction and transition documents using information and resources available on DET's Induction Portal	Wellbeing Team / Jason	Term 4	12 months: Changes are made to the induction and transition documentation if required	🔴 🟡 🟢			

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Goal	Action	Responsibility	Timeline	Success Criteria / Progress	Status	Evidence	Budget	Spent
Empowering students and building school pride	Review the actions and timeline of events documented on the School Community Engagement Action Plan. Student leadership teams are created to oversee the organisation and running of school programs and events. For example: e-smart team, Sustainability team, Arts team	All staff Jason/ Steve Teachers	Term 1-Ongoing Term 1 Term 2	6 months: Updated actions from the School Community Action Plan are mapped across the school year. Results of the Student Survey (Kids Matter) and Attitudes to School Survey are analysed to see if there has been positive change to students' perceptions of school.	🔴🟡🟢 🟢 🟡	Community Action Plan was updated to reflect new initiatives/activities. A concerted effort has gone into celebrating and acknowledging the staff and student achievements Survey does not occur until semester two. Therefore results and analysis of has not occurred yet. All teaching staff will be involved in a thorough analysis of the Student Attitudes to School Survey results week 4, Term 3.	3000 1 000	1145
				12 months:	🔴🟡🟢			
Review, develop and implement strategies to improve attendance	The Attendance Action Plan is enacted and processes followed by all teaching staff to ensure a consistent message of high expectations around attendance. Process includes: o Regular communication on the importance of attendance o Consistent approach to following up student absences (see Flowchart) o Xuno used to identify and follow up attendance concerns o A Staged Response – prevention and then intervention. This includes: A reward system and awards Support services when required	Jason & Wellbeing Team	Week 1 Ongoing Ongoing Term 1 Ongoing	6 months: Staff are adhering to the process of following up student absences. The importance of attending school every day *(Everyday Counts)* is communicated through our newsletter, Facebook page, Webpage and Skoolbag App. Attendance is an agenda item at every wellbeing meeting. Attendance data is provided, discussed and actioned.	🔴🟡🟢 🟢 🟢 🟢	Attendance Action Plan is being used to guide decision making around student absenteeism. Student attendance data is reviewed fortnightly and documented to provide a record for future reference and discussion. This data is allowing us to consider patterns in absences and flag any potential new concerns. All attendance data analysed is sourced through Xuno.		500
				12 months:	🔴🟡🟢			
				6 months:	🔴🟡🟢			
				12 months:	🔴🟡🟢			

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Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Yes	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	No	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	Yes	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Yes	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Yes	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps:

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