

Annual Implementation Plan: for Improving Student Outcomes

School name: MONBULK PRIMARY SCHOOL

Year: 2017

School number: 3265

Based on strategic plan: 2015-2017

Endorsement:

Principal: Lynn Ordish

Senior Education Improvement Leader: Denise Kotsikas

School council: Steven Woolcock

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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To maximise student performance across all curriculum areas; but specifically higher levels in Numeracy and Literacy. To use an inquiry learning approach to promote student voice and involve students in decision making. To expand students' sense of wellbeing, in particular learning confidence and resilience at Monbulk Primary School. To improve the Performance and Development culture within the school community. 	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.

After the monitoring and analysis of data, based on the AusVels Teacher Judgments, the A and B targets for student achievement needs to increase in both Numeracy and Literacy.

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)
Curriculum Planning and Assessment	<ul style="list-style-type: none"> Build the Leadership Team's Data Literacy skills in interpreting the school's data Build teacher capacity to access and use whole school student tracking system (Accelerus Light) and use assessment evidence to challenge impact of curriculum planning and teaching

Empowering Students and Building School Pride

- Build teacher capacity to understand and translate student voice practices into curriculum planning and assessment
- Develop approaches that empower students to be active learners who collaborate and connect with the school

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Framework for Improving Student Outcomes

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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 note 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 maximise the achievement of high quality learning outcomes for all students in all learning domains with a strong F-6 focus on numeracy.						
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		Increase the percentage of students in the top 2 bands in Naplan numeracy from 20%(2016) to 40%(2017)						
12 MONTH TARGETS		<p>There will be an increase in the amount of P-6 students achieving A and Bs in the AusVELS Teacher Judgement Data:</p> <p>Number and Algebra to increase from 33% overall to 40%</p> <p>Measurement and Geometry to increase from 20% to 40%</p> <p>Statistics and Probability to increase from 15% to 30%</p> <p>Our Numeracy relative growth the high growth in 2016 was 20% and low growth was 20%. We need to increase high growth so that is more than 40% and low growth less than 10%</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Curriculum Planning and Assessment</p> <p>Build the Leadership Team's Data Literacy skills in interpreting the school's data</p> <p>Build teacher capacity to access and use whole school student tracking system (Accelerus Light) and use assessment evidence to challenge impact of curriculum planning and teaching</p>	<p>The Leadership Team will undertake Literacy Data Professional Learning to enable them to lead PLT Teams in using assessment to challenge each other.</p> <p>The Numeracy Team will undertake professional learning to address identified areas for strengthening data literacy through the FISO Numeracy team:</p> <ul style="list-style-type: none"> Exploring whole school data sets (School Summary Report) Moderation utilising the Victorian Curriculum 'I can statements' Reviewing Victorian Curriculum Teacher Judgements Tracking progress along the maths continuums 	<p>Lynn School Leadership Team</p> <p>FISO Numeracy Team</p> <p>Teachers</p>	Term 1	<p>6 months: All the Leadership Team will have completed data literacy professional learning and are applying it to their PLT Teams and the Team's planning documents</p>	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			Term 2	<p>Differentiation in planners will show improved teacher confidence in use of student data in Mathematics</p> <p>Mid-year teacher judgments in numeracy assessments analysed and showing improvement</p> <p>All teachers using 'I can statements'</p> <p>Victorian Curriculum outcomes will reflect a bell curve in Term 2 reporting and emphasis will be placed in all domains of Mathematics.</p>				
				<p>12 months: Teachers deliver a program as agreed with more explicit numeracy instruction determined by the maths continuum</p>				



				<p>Improved teacher and student attitudes to Maths</p> <p>Consistency of teaching maths across all levels (evidenced in peer observations).</p> <p>There will be no students below the National Standards in NAPLAN</p> <p>Teacher Judgments of students in percentage above will increase to 12 month targets.</p>				
	To provide professional learning for staff to understand the use of Accelerus Light Data module and have the ability to use the assessment to direct their teaching	ICT Coordinator All teachers	Term 1	<p>6 months: All teachers will have put their assessment data for the first semester in Accelerus Light</p> <p>PLT team minutes show evidence of discussion of data analysis.</p>	● ● ●			
			<p>12 months: All teachers will have completed a whole year of putting assessment into Accelerus Light and then analysing the data to see student growth</p> <p>Planning documents show evidence of data analysis in pedagogy and differentiated assessment tasks.</p>	● ● ●				
	<p>PLT Team Leaders to lead weekly data literacy discussions</p> <p>PLT Teams to review planning documents to discuss what teaching strategies work best in Numeracy and Writing</p> <p>Employment of Educational Consultants, Julie Shepherd and Kim Blackmore to provide professional learning in the Writing Process and whole school moderation tasks in all text types</p>	PLT Leaders All teachers	Term 2 Term 3	<p>6 months: There will be evidence in PLT minutes of Data discussions and discussion of teaching practices</p>	● ● ●			
			All teachers	Term 2 Term 3	<p>12 months: A whole school documentation of moderation tasks for writing will be produced</p>	● ● ●		
		Principal All teachers	Term 1 Term 2 Term 3					



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To maximise the achievement of high quality learning outcomes for all students in improving Student Voice						
IMPROVEMENT INITIATIVE		Empowering Students and Building School Pride						
STRATEGIC PLAN TARGETS		To Improve the Student opinion of the variables in the Student Attitudes to School Survey relating to <i>Student Confidence</i> and <i>Teacher Effectiveness</i> to improve each year						
12 MONTH TARGETS (2016-2017 data)		To increase Student Learning Confidence in the Attitudes to School Survey from 4.03 to 4.15 To increase Student School Connectedness in the Attitudes to School Survey from 4.54 to 4.70 To increase Collective Focus on Student Learning in the School Staff Survey from 94.15 to 96.0 To increase School Connectedness in the Parent Opinion Survey from 5.65 to 5.75 To increase Stimulating Learning in the Parent Opinion Survey from 5.76 to 5.90						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Empowering Students and Building School Pride	Develop an understanding of Student Voice through Professional Learning	Lynn PLT Leaders	Term 1	6 months: Staff have undertaken professional reading in current research about student voice Staff trial goal setting pedagogies Shared language about student voice evident while doing peer observations PDP goal for all staff	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Develop an agreed model to setting student goals	All teachers		12 months: There will be evidence that students are setting goals in their work as documented in their work books. There will be an increase in Collective Focus on Student Learning in the School Staff Survey Data in the Attitude to School Survey, Staff Opinion Survey and Parent Opinion Survey have shown improvement as per 12 month targets	● ● ●			
	Increase student participation and decision making in selecting learning goals <ul style="list-style-type: none"> Teachers establish an agreed model to setting student goals Student consultation 	Teachers School Leadership Team Students	Term 2 to 4	6 months: There will be evidence that students are setting goals in their work 12 months: student attitude to school survey and forum group results will show an increase in Student Voice and Learning Confidence There will be evidence in the Parent Opinion Survey that School Connectedness and Stimulating Learning has increased	● ● ●			
					● ● ●			



	Form a student focus group to unpack questions from the School Connectedness category in the Attitude to School Survey	Lynn Students	Term 2	6 months: There will be an improvement in the Attitudes to School Survey in School Connectedness	● ● ●		
				12 months: There will be evidence in the Parent Opinion Survey that School Improvement has increased	● ● ●		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



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	Select	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	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	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	Select	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:				

