

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Altona Green Primary School**

Year: **2017**

School number: **5287**

Based on strategic plan: **2014-2017**

Endorsement:

Principal Lisa Conibeer 6/3/17

Senior Education Improvement Leader Judy Maguire

School council Jo Tyers 6/3/17

## 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"> <li>To improve literacy standards at all year levels with a specific focus on Foundation – Year 2</li> <li>To improve numeracy standards for all students</li> <li>To develop students' ability to be actively involved in their own Inquiry Learning</li> <li>To improve students' social and emotional intelligence</li> <li>To align the allocation of staff to priority learning areas to maximise student learning outcomes at key levels</li> </ul> | <b>Excellence in teaching and learning</b> | Building practice excellence                  | ✓ |
|  |  | Curriculum planning and assessment            | ✓ |
|  | <b>Professional leadership</b>             | Building leadership teams                     |   |
|  | <b>Positive climate for learning</b>       | Empowering students and building school pride |   |
|  |  | Setting expectations and promoting inclusion  |   |
|  | <b>Community engagement in learning</b>    | Building communities                          |   |

| Improvement Initiatives rationale:  |  |
|---|--|
| <p>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.</p> <ul style="list-style-type: none"> <li>Research has shown that quality teaching has the highest impact on student learning. It is our belief that by working together to build teacher capacity across the school, our students will receive high quality education. We believe that the best way to achieve practice excellence is by specific, targeted professional learning and high quality coaching.</li> <li>The Victorian Curriculum is being introduced in 2017. As a result we need to work collaboratively to plan and assess student learning. We will also use this opportunity to evaluate our reporting system.</li> </ul> |  |
| Key improvement strategies (KIS)  |  |
| <p>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.</p>  |  |
| Improvement initiative:   | Key improvement strategies (KIS)   |
| Excellence in teaching and learning – building practice excellence  | <ul style="list-style-type: none"> <li>Build consistency and quality of teaching practice in literacy and numeracy.</li> <li>Build a collegiate, professional and supportive working culture that deepens the capacity of staff by providing targeted Professional Learning and coaching.</li> <li>Build a culture of reflective practice.</li> </ul>  |
| Excellence in teaching and learning – curriculum planning and assessment  | <ul style="list-style-type: none"> <li>Strengthen Professional Learning Teams (PLTs) to ensure teachers are effectively using data to make accurate judgements as a guide to differentiate student learning.</li> <li>Continue to revise assessment and reporting practices.</li> <li>Develop and document a guaranteed and viable curriculum that reflects the Victorian Curriculum.</li> </ul> |

## 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.

| <b>STRATEGIC PLAN GOALS</b>   |   | <ul style="list-style-type: none"> <li>To improve literacy standards at all year levels with a specific focus on Foundation – Year 2</li> <li>To improve numeracy standards for all students</li> <li>To develop students' ability to be actively involved in their own Inquiry Learning</li> <li>To improve students' social and emotional intelligence</li> <li>To align the allocation of staff to priority learning areas to maximise student learning outcomes at key levels</li> </ul> |  |   |                 |  |          |     |
|---|---|--|--|---|-----------------|--|----------|-----|
| <b>IMPROVEMENT INITIATIVE</b>   |   | <b>Excellence in teaching and learning – building practice excellence</b>  |  |   |                 |  |          |     |
| <b>STRATEGIC PLAN TARGETS</b>   |   | <ul style="list-style-type: none"> <li>All prep students (deemed capable) will have met AusVELS foundation level in reading</li> <li>All grade 1 students (deemed capable) will meet AusVELS level 1 in reading</li> <li>The grade 3 reading data to be at least at or above the state mean for all students (deemed capable)</li> <li>To be at or above the state mean score in both grade 3 and grade 5 numeracy (deemed capable)</li> </ul>   |  |   |                 |  |          |     |
| <b>12 MONTH TARGETS</b>   |   | This is our final year of the current strategic plan so all above targets apply  |  |   |                 |  |          |     |
| 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 <u>what</u> the school will do and <u>how</u> - 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]<br>12 months:  | ● ● ●           | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |          |     |
| Build consistency and quality of teaching practice in literacy and numeracy.  | - Whole school Professional Learning - on site – every two weeks (Writing and Numeracy)                             | Leading Teacher  | Ongoing  | 6 months:<br>-Learning Walks confirm teaching practice reflects PL<br>-Team coaching is embedded by the end of Term 1   | ● ● ●           |  |          |     |
|   | - Individual coaching   | Leading Teacher  | Ongoing  |   |                 |  |          |     |
|   | - Graduate coaching   | Leading Teacher  | Ongoing  |   |                 |  |          |     |
|   | - Team coaching to support PLTs   | Leading Teacher  | Ongoing  |   |                 |  |          |     |
|   | - Learning Walks  | Leadership   | Term 1 and 3   | 12 months:<br>-All classrooms reflect PL on a daily basis<br>-Student relative growth beginning to improve by the end of year assessments<br>-Team Leaders leading the student data-driven PLTS<br>-Writing Profiles are complete for every student | ● ● ●           |  |          |     |
| - ICT coach (.2) – embed ICT skills across the curriculum                     | ICT Coach   | Ongoing  |  |   |                 |  |          |     |
| - Planning documentation and instruction practices to reflect PL and coaching | Teachers  | Ongoing  |  |   |                 |  |          |     |
| - Maximise learning time as part of non-negotiable instructional practice     | Teachers  | Ongoing  |  |   |                 |  |          |     |



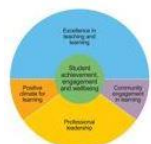
|  |   |                              |              |  |       |  |  |  |
|--|---|------------------------------|--------------|--|-------|--|--|--|
| Build a collegiate, professional and supportive working culture that deepens the capacity of staff by providing targeted Professional Learning and coaching. | - Leadership – pedagogical roles attached to PLTs   | Leadership                   | Ongoing      | 6 months:<br>-PLT minutes reflect a focus on data and student learning<br>-increased collective efficacy observed during meetings<br>-Staff Opinion Survey reflects clarity of leadership roles and responsibilities | ● ● ● |  |  |  |
|  | - Providing support and mentoring to PLT leaders to strengthen teams                          | Leadership                   | Ongoing      |  |       |  |  |  |
|  | - Continue with DuFour model to drive PLTs, minutes to reflect                                | PLT Leaders                  | Weekly       | 12 months:<br>-consistent approach across school when maintaining data driven collaboration<br>-Student Attitudes to School- improvement in 'stimulating classroom'<br>-developed capacity of middle leadership      | ● ● ● |  |  |  |
|  | - Representatives from all teams on committees (Curriculum, welfare, consultative, data team) | Teachers and Leadership      | Ongoing      |  |       |  |  |  |
| Build a culture of reflective practice.  | - Learning Walks with individual feedback   | Leadership                   | Term 1 and 3 | 6 months:<br>-constructive feedback from Learning Walks implemented and acted upon<br>-Mid-cycle reviews – PDP goals are on track  | ● ● ● |  |  |  |
|  | - Instructional Rounds (voluntary)  | Leading Teacher and Teachers | Term 2 and 4 |  |       |  |  |  |
|  | - Staff Opinion Survey – focus on academic emphasis and collective efficacy                   | All Staff                    | Ongoing      | 12 months:<br>-improvement in Staff Opinion Survey around collective efficacy and academic focus<br>-Successful implementation of Instructional Rounds- indicated through evaluation and reflection                  | ● ● ● |  |  |  |
|  | - Celebrate achievements  | All Staff                    | Once a term  |  |       |  |  |  |



## Section 2: Improvement Initiatives

|                               |  |
|-------------------------------|--|
| <b>STRATEGIC PLAN GOALS</b>   | <ul style="list-style-type: none"> <li>To improve literacy standards at all year levels with a specific focus on Foundation – Year 2</li> <li>To improve numeracy standards for all students</li> <li>To develop students' ability to be actively involved in their own Inquiry Learning</li> <li>To improve students' social and emotional intelligence</li> <li>To align the allocation of staff to priority learning areas to maximise student learning outcomes at key levels</li> </ul> |
| <b>IMPROVEMENT INITIATIVE</b> | <b>Excellence in teaching and learning – curriculum planning and assessment</b>  |
| <b>STRATEGIC PLAN TARGETS</b> | <ul style="list-style-type: none"> <li>All prep students (deemed capable) will have met AusVELS foundation level in reading</li> <li>All grade 1 students (deemed capable) will meet AusVELS level 1 in reading</li> <li>The grade 3 reading data to be at least at or above the state mean for all students (deemed capable)</li> <li>To be at or above the state mean score in both grade 3 and grade 5 numeracy (deemed capable)</li> </ul>   |
| <b>12 MONTH TARGETS</b>       | This is our final year of the current strategic plan so all above targets apply  |

| 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]<br>12 months:   | ● ● ●  | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |          |     |
| Strengthen Professional Learning Teams (PLTs) to ensure teachers are effectively using data to make accurate judgements as a guide to differentiate student learning. | <ul style="list-style-type: none"> <li>- Develop SMART goals as part of teaching practice</li> <li>- Minutes of PLTs to reflect SMART goals in Reading, Writing and Numeracy</li> <li>- Develop data literacy amongst staff, using SPA/compass and other data</li> <li>- Develop a Data Team to meet once a term to discuss student growth</li> <li>- Present data at PDP</li> <li>- Moderation regularly in reading, writing and maths (continue current practice and introduce Writing Profiles)</li> <li>- Have high expectations and set aspirational goals for student growth</li> </ul> | <ul style="list-style-type: none"> <li>Leadership and all staff</li> <li>PLT Leaders</li> <li>Leading Teacher and teachers</li> <li>Leadership</li> <li>Teachers</li> <li>Leadership and Teachers</li> <li>Teachers</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing</li> <li>Weekly</li> <li>Ongoing</li> <li>End each term</li> <li>Mid and end cycle reviews</li> <li>Ongoing</li> <li>Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>6 months: <ul style="list-style-type: none"> <li>-each term, all students achieve priority learnings in the areas of Reading, Writing, Number &amp; Algebra</li> <li>-Team Leaders begin to analyse data and share with team</li> <li>-Intervention within cohorts is evident and ongoing</li> <li>-Mid-cycle reviews reflect 6 months growth for all students</li> </ul> </li> <li>12 months: <ul style="list-style-type: none"> <li>-Writing Profiles implemented and maintained for every student</li> <li>-improved consistency of assessment in writing</li> <li>-Reading continuums maintained and reflect 12 months growth for all students</li> <li>-Data Team overseeing implementation of teaching and learning strategies targeted to needs of students</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● ● ●</li> <li>● ● ●</li> </ul> |  |          |     |



|   |   |  |              |   |       |  |  |  |
|---|---|--|--------------|---|-------|--|--|--|
|   | - Student Attitudes to School Survey – focus on challenged and extended, stimulating learning                   | Teachers                                 | Ongoing      | -Improved Student Attitudes to Schools survey data in the areas of challenged and extended and stimulating learning   |       |  |  |  |
| Continue to revise assessment and reporting practices.  | - Gather input from community (survey, forums)  | Leadership & Report Co-ord               | Term 1       | 6 months:<br>-dates set for parent forums and information out to community  | ● ● ● |  |  |  |
|   | - Liaise with network to develop consistency  | Leadership                               | Term 1       | -take input from parents to discuss with staff<br>-team from school attend network forums<br>-develop draft report templates  |       |  |  |  |
|   | - Revise and review assessment schedule to support reporting  | Leadership and PLT                       | Term 1 and 3 | 12 months:<br>-Curriculum map developed over one year of a two year cycle<br>-report format finalised and implemented<br>-evaluate report format with staff, students and community   | ● ● ● |  |  |  |
|   | - Develop report format in line with Victorian Curriculum   | Leaders Whole Staff & Report Co-ord      | Term 2       |   |       |  |  |  |
| Develop and document a guaranteed and viable curriculum that reflects the Victorian Curriculum. | - Begin implementation of the Victorian Curriculum  | Teachers                                 | Term 1       | 6 months:<br>-all staff using Victorian Curriculum to plan and assess Inquiry, Reading, Writing and Numeracy<br>-Curriculum Committee discuss and give feedback to staff around Scope and Sequences and planning documentation<br>-proficiency scales implemented for Writing | ● ● ● |  |  |  |
|   | - Professional Learning on Victorian Curriculum   | Leading Teacher                          | Ongoing      |   |       |  |  |  |
|   | - Review Inquiry Scope and Sequence in line with the Victorian Curriculum and 2 year cycle                      | Leading Teacher and Curriculum Committee | Term 1       |   |       |  |  |  |
|   | - Curriculum committee to support transition to the Victorian Curriculum  |  | Ongoing      |   |       |  |  |  |
|   | - Develop assessment tools to support the Victorian Curriculum  | Leading Teacher                          | Ongoing      | 12 months:<br>-proficiency scales/Priority learnings focused on when planning and analysing data<br>-Curriculum Map draft completed<br>-new report format developed   | ● ● ● |  |  |  |
|   | - Begin to develop Proficiency Scales that support the Victorian Curriculum and the current Essential Learnings | Leading Teacher and teachers             | Ongoing      |   |       |  |  |  |
| - Continue to track the Victorian Curriculum to develop curriculum map                          | Leadership  | All Year                                 |              |   |       |  |  |  |



# 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  | <b>Building practice excellence</b>   | 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.] |
|  | <b>Curriculum planning and assessment</b>   | Select  | Select status    |  |
|  | Evidence-based high impact teaching strategies                                    | Select  | Select status    |  |
|  | Evaluating impact on learning   | Select  | Select status    |  |
| Professional leadership  | <b>Building leadership teams</b>  | 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  | <b>Empowering students and building school pride</b>                              | Select  | Select status    |  |
|  | <b>Setting expectations and promoting inclusion</b>                               | Select  | Select status    |  |
|  | Health and wellbeing  | Select  | Select status    |  |
|  | Intellectual engagement and self-awareness  | Select  | Select status    |  |
| Community engagement in learning   | <b>Building communities</b>   | 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    |  |
| <b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]   |   |   |                  |  |
| <b>Confidential cohorts analysis:</b> [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] |   |   |                  |  |
| <b>Considerations for 2018:</b>  |   |   |                  |  |

