

# Annual Implementation Plan: for Improving Student Outcomes

School name: Tooradin Primary School

Year: 2017

School number: 1530

Based on strategic plan: 2013

Endorsement:

Principal; Zania Cope 28-3-2017

Senior Education Improvement Leader Mark Anderson [date]

School council Rachel Davies 28-3-2017

## 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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>Continue to develop a school wide approach to teaching and learning with a focus on embedding exemplary teaching practice through explicit teaching.</li> <li>Build the capacity of teachers to differentiate learning and take responsibility for individual and cohort growth by supporting teachers to undertake classroom observations providing them with critical feedback to inform improvements in teacher practice.</li> <li>Further develop whole school approaches to enhance teaching practice in Literacy improving student learning outcomes in reading</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:

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 data indicates that students above the standard are not making 12 months growth in 12 months. NAPLAN data reflects that the proportion of students making low learning gains is decreasing with more students scoring in the upper bands. Our Relative Growth Year 3 to 5 shows that in Numeracy, Reading, Spelling and Writing, students making low growth have reduced and students achieving medium and high growth have increased. We are above the state benchmark for relative growth from Year 3 to 5 in Writing, Reading, and at state for Spelling and Numeracy. Our school staff survey results were positive towards teaching and learning, suggesting our staff professional development model for 2016 is having an effect on student learning outcomes. Our current teaching interventions are improving our student's growth data. However, we need to develop our top 3 bands further. By the end of 2016 at least 90% of students at each year level made at least one years growth.

### Our theory of action to address this:

A school wide, consistent approach to all areas of our curriculum and the introduction of data analysis meetings will assist our teachers to meet students at their point of need. Year level teams and PLT meetings will be focused on educating staff to interpret data correctly. Team leaders, will support their colleagues when planning in teams to cater for the wide variety of needs in all classrooms. Regular coaching and PDP sessions will be geared towards asking teachers what strategies they are using to assist their students to get the best possible growth outcomes. These strategies should develop our teacher capacity and raise our student learning outcome results.

### 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)
<b>Building Practice Excellence Curriculum planning and assessment</b>	<ul style="list-style-type: none"> <li>Data is used in building a culture of self-evaluation and reflection across the school; and the school uses student achievement data to drive school-level decisions, interventions and initiatives.</li> <li>Continue to engage our teachers in high quality professional development in literacy and inquiry practices while using both an inquiry and teacher directed approach.</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.

STRATEGIC PLAN GOALS		Continue to develop a school wide approach to teaching and learning with a focus on embedding exemplary teaching practice through explicit teaching.							
IMPROVEMENT INITIATIVE		Building Practice Excellence							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> <li>Learning Confidence and Teacher Effectiveness to be at or above the Region mean by 2019 as measured by the Student Attitudes to School Survey</li> <li>To increase the school mean over the life of the Strategic Plan in Classroom Behaviour and Student Safety as measured through the Student Attitude to School Survey</li> <li>To demonstrate student growth using Effect Size data in Reading comprehension and Writing.</li> <li>NAPLAN Relative Growth – To demonstrate relative growth in Reading and Writing.</li> </ul>							
12 MONTH TARGETS		<ul style="list-style-type: none"> <li>Learning Confidence, Teacher Effectiveness to be at (or above) State mean as measured by Student Attitudes to School Survey</li> <li>Classroom Behaviour and Student Safety to be at or above State level as measured by the Student Attitudes to School Survey</li> <li>Staff will provide evidence that shows how they have collected student data, identified students for intervention, plan for their specific interventions, implemented the interventions into their teaching practice and measured student growth. Staff will use the AITSL Classroom Continuum to reflect on their teaching practice identifying changes in their teaching practice.</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
Estimate	YTD								
Data is used in building a culture of self-evaluation and reflection across the school; and the school uses student achievement data to drive school-level decisions, interventions and initiatives.	1. Develop and implement a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments	Ruth and Karen	April	<b>6 months:</b> Teachers track student progress through constant monitoring of student performance data.	● ● ●	Analysis of Leadership Agendas and Minutes  Minutes of data meetings			
	2. Identify and demonstrate how to use tests and other assessment tools to monitor school wide achievement and progress in the areas of literacy and numeracy	Ruth and Karen	Term 2 Week 1	Teachers' decisions about student learning are strongly informed by a range of robust student data.					
	3. Implement regular data meetings with decisions about student learning	Ruth and Karen	Term 1 Week 4	Data walls displayed					
	4. Staff use student data to direct discussions about student needs reflecting on efficacy of strategies and interventions implemented.	Ruth and Karen	Term 2 week 1	Google Docs being used ZPD's created and flexible groupings are evident					
	5. Professional development is provided to build staff skills in analysing and interpreting data for the purposes of providing differentiated teaching and learning experiences	Ruth and Karen	Term 2	Data entered into GradeXpert Students moving from intervention groups					
	6. Teaching teams skilfully collect and evaluate data to monitor the impact they are having on students' learning and progress. They make, moderate and			Looking at growth data					
				<b>12 months:</b> A whole school systematic approach to collecting, analysing, interpreting and tracking data focuses	● ● ●	Analysis of Leadership Agendas and Minutes			



	document consistent judgements about the impact of different approaches.			<p>on outcomes of student literacy and numeracy learning is developed.</p> <p>Students engage in critical reflection about their progress in literacy and numeracy through feedback of meaningful data.</p> <p>12 months growth of student data</p>		<p>Minutes of data meetings</p> <p>Data documentation protocols developed</p> <p>12 months growth</p>		
				<p><b>6 months:</b></p>	<p>● ● ●</p>			
				<p><b>12 months:</b></p> <p>●</p>	<p>● ● ●</p>			



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		Build the capacity of teachers to differentiate learning and take responsibility for individual and cohort growth by supporting teachers to undertake classroom observations providing them with critical feedback to inform improvements in teacher practice.						
<b>IMPROVEMENT INITIATIVE</b>		<b>Curriculum planning and assessment</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ul style="list-style-type: none"> <li>For teacher judgements, all students to achieve a minimum growth annually (against the Victorian Curriculum) in all areas of literacy.</li> <li>Increase the percentage of students achieving in the top two bands of NAPLAN.</li> <li>Increase the percentage of students achieving high growth on all NAPLAN relative growth assessments from Year 3 to 5 to be equal or above the mean growth for government schools.</li> <li>Decrease the percentage achieving low growth to below the state mean for literacy.</li> <li>Staff will provide evidence that shows how they have collected student data, identified students for intervention, plan for their specific interventions, implement the interventions into their teaching practice and measured student growth.</li> <li>Staff will use the AITSL Classroom Continuum to reflect on my teaching practice</li> </ul>						
<b>12 MONTH TARGETS</b>		Teachers reflect using the AITSL standards on how they have incorporated student led learning in their practice. Allocate time on the professional development schedule for staff professional learning around relative growth assessments						
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]	[Drafting Note]	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:	● ● ●			
<b>Continue to engage our teachers in high quality professional development in literacy and inquiry practices while using both an inquiry and teacher directed approach</b>	Strengthen our literacy practices, embedding our café	Ruth, Karen, Carly	All year	<b>6 months:</b> <ul style="list-style-type: none"> <li>Coaching timetable</li> <li>ZPD's used</li> <li>Flexible grouping</li> <li>Students all with individual goals</li> <li>Learning intentions displayed and communicated</li> <li>Students asking questions of each other</li> <li>The curriculum being negotiated by the students</li> <li>Students making connections between the "known" and the "new"</li> <li>Staff using data to group children</li> <li>Increase on the student attitudes to school survey</li> <li>Learning conferences</li> <li>Stimulating learning</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Improved student learning data</li> <li>12 months growth in 12 months</li> <li>Teachers utilising a variety of approaches to teach students</li> <li>High quality professional discussions amongst staff formally and informally.</li> <li>Staff referring to guiding documents and having a differentiated curriculum</li> <li>Teacher observations with teachers evaluating their own practice altering their approach to reflect their student needs</li> <li>Fluid groupings</li> </ul>	2 ES 2 days teachers \$115,000	
	Review our approaches to spelling and writing	Ruth and Karen, Zania	Term 2					
	Regular coaching sessions for every classroom teacher focusing on the inquiry approach and how teachers are using their data to inform their planning	Ruth and Karen	All year					
	Employ Educational Consultant Julie Shepherd to model, PD and coach our staff in enhancing teaching in literacy and inquiry	Zania	All year					
	Enhance teaching and learning through the development and application of an agreed whole school pedagogy in Literacy, Numeracy and Inquiry	Ruth, Carly and Karen		<b>12 months:</b> <ul style="list-style-type: none"> <li>Café and daily 5 fully implemented</li> <li>Differentiated curriculum</li> <li>Teachers supporting their students to investigate</li> <li>Teachers checking for understanding</li> </ul>	● ● ●	Staff Survey Variables – increase on Teacher Collaboration		



				<ul style="list-style-type: none"><li>• Teachers assisting children asking children to share their thinking processes with others</li><li>• Teachers involving students in making decisions about their learning</li></ul>				
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## Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To develop a safe, positive and collaborative environment conducive to learning and leadership
OTHER IMPROVEMENT MODEL DIMENSIONS	Building leadership teams
STRATEGIC PLAN TARGETS	<p><b><u>STAFF OPINION</u></b></p> <p><b>Academic emphasis</b> - Increase whole school endorsement to more than 70% in 2017</p> <p><b>Collective Efficacy</b> - Increase Principal/Teacher endorsement to more than 75% in 2017.</p> <p><b>Collective Responsibility</b> - Increase whole school endorsement to more than 75% in 2017.</p> <p><b>Staff Trust in Colleagues</b> - Increase whole school endorsement to more than 75% in 2017.</p> <p><b>Teacher Collaboration</b> - Increase Principal/Teacher score for teacher collaboration to more than 70% endorsement in 2017.</p> <p><b>Cultural Leadership</b> - Increase whole school endorsement to more than 70% in 2017.</p> <p><b>Instructional Leadership</b> - Increase Principal/Teacher score to more than 70% endorsement in 2017.</p> <p><b>Visibility</b> - Increase whole school endorsement to more than 70% in 2017.</p> <p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Student Safety</b> - Increase to more than 80<sup>th</sup> percentile in 2017.</p> <p><b>Connectedness to Peers</b> - Increase to more than 70<sup>th</sup> percentile in 2017.</p> <p><b>School Connectedness</b> - Increase to more than 70<sup>th</sup> percentile in 2017</p>
12 MONTH TARGETS	<p><b><u>STAFF OPINION</u></b></p> <p><b>Academic emphasis</b> - Increase whole school endorsement to more than 70% in 2017</p> <p><b>Collective Efficacy</b> - Increase Principal/Teacher endorsement to more than 75% in 2017.</p> <p><b>Collective Responsibility</b> - Increase whole school endorsement to more than 75% in 2017.</p> <p><b>Staff Trust in Colleagues</b> - Increase whole school endorsement to more than 75% in 2017.</p> <p><b>Teacher Collaboration</b> - Increase Principal/Teacher score for teacher collaboration to more than 70% endorsement in 2017.</p> <p><b>Cultural Leadership</b> - Increase whole school endorsement to more than 70% in 2017.</p> <p><b>Instructional Leadership</b> - Increase Principal/Teacher score to more than 70% endorsement in 2017.</p> <p><b>Visibility</b> - Increase whole school endorsement to more than 70% in 2017.</p> <p><b><u>STUDENT ATTITUDES TO SCHOOL</u></b></p> <p><b>Student Safety</b> - Increase to more than 80<sup>th</sup> percentile in 2017.</p> <p><b>Connectedness to Peers</b> - Increase to more than 70<sup>th</sup> percentile in 2017.</p> <p><b>School Connectedness</b> - Increase to more than 70<sup>th</sup> percentile in 2017</p>



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 what the school will do and how - 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] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<b>Review organisational structures and roles to optimise resources for effective leadership.</b>	<ul style="list-style-type: none"> <li>Develop roles which allow for a culture of distributed leadership so that all staff are able to exercise leadership in the improvement of student outcomes.</li> <li>Regularly survey staff on our effectiveness as leaders.</li> </ul>	Zania	End of 2016	<b>6 months:</b> <ul style="list-style-type: none"> <li>Every staff member has a leadership role.</li> <li>Good communication from PLT's to team meetings</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>PLT minutes</li> <li>Team minutes</li> </ul>		
			On going	<b>12 months:</b> <ul style="list-style-type: none"> <li>Survey issues are reported back to the staff</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Analysis of role descriptions</li> <li>Analysis of survey's</li> </ul>		
<b>Develop capacity and expertise across the leadership team implementing processes for teachers to incrementally expand their implementation of effective learning improvement strategies.</b>	<ul style="list-style-type: none"> <li>Engage in the SWAMP Middle Leaders Project</li> <li>Visit high performing schools and engage in professional discussions with their leadership team.</li> <li>Principal coach the leadership team regularly</li> <li>Create opportunities for networking within our cluster</li> <li>Share any information learnt on PD with the whole leadership team</li> <li>Weekly leadership meetings</li> </ul>	Project members Leadership	All year On going	<b>6 months:</b> <ul style="list-style-type: none"> <li>High quality communication</li> <li>Leadership actively involved in professional learning with their staff</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>PD sessions run internally</li> <li>Cluster meetings attended by our staff</li> </ul>		
		Zania	On going	<b>12 months:</b> <ul style="list-style-type: none"> <li>Attended the Middle Leaders Project throughout the year</li> <li>School visits completed</li> <li>Principal with a coaching timetable</li> <li>PD's conducted by our staff.</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Analysis of the project the Middle Leaders deliver</li> <li>Change of practice due to input from other schools</li> </ul>		
		Zania	On going					
		Leadership	On going					
Leadership								

## 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	

**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:**

