

Annual Implementation Plan: for Improving Student Outcomes

School name: **MOVELLE PRIMARY SCHOOL**

Year: **2017**

School number: **5139**

Based on strategic plan: **2015 - 18**

Endorsement:

Principal: **BILL HUNT** DATE: **Dec 2016**

Senior Education Improvement Leader: **Jason Smallwood**

date:

School council: **JENNY VELJANOVSKI**

date:

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
<ul style="list-style-type: none"> To improve Literacy and Numeracy outcomes for every student across the school To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning To develop a safe, orderly and inclusive learning environment that sustain positive learning experiences for the school community

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:
<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> <p>In consultation with the school SEIL, our focus is to build upon the successes that we have achieved in many areas. We achieved some success in reaching peripheral targets that relate to our SSP goals, however consistent improvement trends and growth in English and Mathematics have been difficult to maintain. Therefore, our focus is to refine and deepen our commitment to the elements that, we hope, will lead to a sustained improvement of student outcomes.</p> <p>Hence, the areas of improving teacher capacity and creating strong alignment with our SSP and AIP are essential. During 2016, the Leaders were engaged in deep discussions regarding alignment and this has become a focal point as we move forward.</p> <p>Our staff are committed to improving engagement and academic outcomes of all students and are united in implementing a consistent pedagogical framework, such as, Classroom Instruction that Works. The staff have received training in CITW, but the Leaders have acknowledged that a greater application, consistency and accountability is required to improve the effectiveness of this model.</p> <p>The staff recognise that professional learning teams (PLTs) are improving in efficiency and effectiveness when focussing on the DuFour's 4 critical questions, but now understand the need for a deeper analysis of student data to really pinpoint and target the 'next steps' in learning for all students. Visible Learning strategies are present in some classrooms but not consistently throughout the school. These three areas are pivotal to our success, but require a high level of consistency, commitment and accountability in their application across all areas of the school.</p> <p>With the implementation of the new Victorian Curriculum, it is essential that we as a staff develop a clear and agreed understanding of how to implement it and to support each other and to hold each other to account when agreements are put into place.</p> <p>A huge emphasis on embedding digital technologies in the areas of coding and robotics is recognised as a high priority and also needs a consistent and aligned approach across the school.</p>



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	<ul style="list-style-type: none"> • Consolidate and embed the whole school pedagogy and learning framework (CITW), building a collegial, professional and supportive working culture that deepens the capacity of all staff where there is a shared collective responsibility for improving student learning (PLTs) • Ensure teachers are effectively analysing data, making accurate judgements in order to differentiate the next steps in their teaching. (PLTs) • To embed the principles and practices of 'Visible Learning' consistently across all classes.
Curriculum planning and assessment	<ul style="list-style-type: none"> • Continue to review and update curriculum scope and sequence documents in alignment with the Victorian Curriculum. • Ensure teachers are effectively using assessment data in making accurate teacher judgments as a guide to their day to day instruction. • Create a sequential school-based document relating to Learning Intentions and Success Criteria for English and Mathematics.

DRAFT



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 improve Literacy and Numeracy outcomes for every student across the school.																						
IMPROVEMENT INITIATIVE		Building practice excellence																						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> To have all students deemed capable, make one year's growth or more as indicated by AusVELS in both Literacy and Numeracy 																						
12 MONTH TARGETS		<ul style="list-style-type: none"> To have all students deemed capable, make one year's growth or more as indicated by AusVELS / Vic Curriculum in both Literacy and Numeracy. Increase the percentage of students making high growth as indicated by NAPLAN relative growth data trends in Literacy and Numeracy from gr. 3 to gr. 5 as indicated below. <table border="1" data-bbox="569 739 955 949"> <thead> <tr> <th>Dom</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>17 (20.8)</td> <td>20</td> <td>22</td> </tr> <tr> <td>Writ</td> <td>22 (26.9)</td> <td>25</td> <td>28</td> </tr> <tr> <td>Num</td> <td>36 (36.4)</td> <td>36</td> <td>36</td> </tr> </tbody> </table>							Dom	2016	2017	2018	Read	17 (20.8)	20	22	Writ	22 (26.9)	25	28	Num	36 (36.4)	36	36
Dom	2016	2017	2018																					
Read	17 (20.8)	20	22																					
Writ	22 (26.9)	25	28																					
Num	36 (36.4)	36	36																					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																			
					Progress Status	Evidence of impact	Budget																	
								Estimate	YTD															
	[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] 12 months:	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]																		
Consolidate and embed the whole school pedagogy, whole school agreements and the learning framework (CITW), building a collegial, professional and supportive working culture that deepens the capacity of all staff where there	<ul style="list-style-type: none"> Deepen the collective understandings of staff regarding 'Classroom Instruction that Works' model and further implement the learning framework throughout the school. Further strengthen knowledge and understanding of the Du Four's model of PLT's, focusing on the 4 critical questions during PLT meetings. Embed whole school agreements for English and Mathematics into all classroom. <p><i>These actions will be discussed and monitored at PLTs and Leaders Meetings and led by the school-based coaches. Further PL for new staff to be provided through \$5k Equity funding. (CITW, PLTS, VL)</i></p>	PL Co-ordinator. School – based coaches \$165k Equity \$ LEADERS	Ongoing	6 months: <ul style="list-style-type: none"> New staff to be trained in CITW / PLTs/ VL. Professional discussions on alignment of AIP and the implementation of elements of CITW / PLTs and VL put on the staff and Leaders agendas to establish school non-negotiables. All Performance review goals to reflect AIP strategies and targets. All staff to track, discuss with Leaders and document student growth and achievement on a termly basis in Reading, Writing and Maths. School Leaders to complete a minimum of 2 walk throughs to observe and provide feedback to staff on the status of implementation of CITW / PLTs / VL strategies. 	● ● ●																			
			Ongoing	12 months: <ul style="list-style-type: none"> All staff implement CITW / PLTs/ VL. Strategies into classroom programs. Non-negotiables in place and adhered to. 	● ● ●																			
			End of Term 1																					

is a shared collective responsibility for improving student learning (PLTs)				<ul style="list-style-type: none"> • Staff achieved PRP goals. • All student growth and achievement tracked , discussed and documented. • All staff to be involved in classroom walk throughs and to observe the status of implementation of CITW / PLTs / VL strategies and provide feedback for future action. 				
Ensure teachers are effectively analysing data, making accurate judgements in order to differentiate the next steps in their teaching. (PLTs)	<ul style="list-style-type: none"> • Further strengthen knowledge and understanding of the Du Four’s model of PLT’s, focusing on the 4 critical questions during PLT meetings. • PLTs to identify the next steps in learning for all students. 	School-based Coaches and Leaders PL \$5K from Equity \$	End of Term 1 Ongoing	6 months: <ul style="list-style-type: none"> • Establish protocols, proformas and procedures for the effective operation of PLT meetings. • The DuFour’s 4 critical questions are consistently the focal point of all PLT meetings • Planning sessions allow for moderation and refinement of Rubrics, Learning Intentions and effective types of feedback given and collected. • Staff to have clarified the purposes of, and differences between ‘Learning Intentions,’ ‘Success Criteria’ and ‘Individual Learning Goals.’ 	● ● ●			
				12 months: <ul style="list-style-type: none"> • Protocols, proformas and procedures for the effective operation of PLT meetings are established across all teams and monitored frequently by SBCs. • The DuFour’s 4 critical questions are the focal point of all PLT meetings. • Planning sessions allow for moderation and refinement of Rubrics, Learning Intentions and effective types of feedback given and collected. • Students to refer to ‘Learning Intentions,’ ‘Success Criteria’ and ‘Individual Learning Goals’ with clarity. 	● ● ●			
To embed the principles and practices of ‘Visible Learning’ consistently across all classes	<ul style="list-style-type: none"> • Further strengthen staff understanding of Hattie’s Visible Learning Plus strategies that focus on: <ul style="list-style-type: none"> • Appropriate teaching strategies for the different stages of learning, • Learning intentions, success criteria, rubrics and feedback. • Build professional networks with neighbouring schools – reciprocal visits 	LEADERS TEAM Staff to attend Conferenc es. AP & Leaders to organise COP	To Be Set. Ongoing	6 months: <ul style="list-style-type: none"> • Survey staff on the effectiveness and success of the DuFour’s model of PLT’s and Hattie’s Visible Learning strategies in relation to improving student learning outcomes. • Consistent implementation of Visible Learning principles and processes in relation to the use of Learning intentions, success criteria, rubrics, differentiation and feedback. • Staff to collaborate and select appropriate teaching strategies for the different stages of learning. • Initiated a partnership with Keilor Views PS that has involved school visits, observations of 	● ● ●			



	<p>by teachers to observe practice and shared moderation including the operation of PLTs and Visible Learning.</p> <ul style="list-style-type: none"> • Equity \$12K funding for VLPlus Conference. (possible curriculum day) • Equity funding \$10K+ for PL in VL networking. 			<p>operation of PLTs and Visible Learning in classrooms.</p> <p>12 months:</p> <ul style="list-style-type: none"> • Consistent classroom environments and approaches to learning across the school. • Visible Learning principles and processes are clearly identifiable in all classrooms in relation to the use of Learning intentions, success criteria, differentiation, rubrics and feedback. • Staff able to identify different stages of learning and select appropriate strategies for effective learning. • Continue the partnership with Keilor Views PS that has involved school visits, observations of operation of PLTs and Visible Learning in all classrooms. 	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve Literacy and Numeracy outcomes for every student across the school.																						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment																						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> To have all students deemed capable, make one year's growth or more as indicated by AusVELS in both Literacy and Numeracy Increase the percentage of students making high growth as indicated by NAPLAN relative growth data trends in Literacy and Numeracy from gr. 3 to gr. 5 as indicated below. <table border="1"> <thead> <tr> <th>Dom</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>17 (20.8)</td> <td>20</td> <td>22</td> </tr> <tr> <td>Writ</td> <td>22 (26.9)</td> <td>25</td> <td>28</td> </tr> <tr> <td>Num</td> <td>36 (36.4)</td> <td>36</td> <td>36</td> </tr> </tbody> </table>							Dom	2016	2017	2018	Read	17 (20.8)	20	22	Writ	22 (26.9)	25	28	Num	36 (36.4)	36	36
Dom	2016	2017	2018																					
Read	17 (20.8)	20	22																					
Writ	22 (26.9)	25	28																					
Num	36 (36.4)	36	36																					
12 MONTH TARGETS		<ul style="list-style-type: none"> To have all students deemed capable, make one year's growth or more as indicated by AusVELS in both Literacy and Numeracy Reading Growth 20% of students reaching 'High' Growth' Writing Growth 25% of students reaching 'High' Growth' Numeracy Growth 36% of students reaching 'High' Growth 																						
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:	● ● ●																			
Continue to review and update curriculum scope and sequence documents in alignment with the Victorian Curriculum.	<ul style="list-style-type: none"> Familiarise staff with the Victorian Curriculum. Develop essential 'through-lines' from Foundation to grade 6 in a 2 year scope and sequence plan. Document Learning Intentions and Success Criteria for Reading and Speaking and Listening. (F -7) <i>The school Leaders team will have a planning day</i> 	Leaders Team Equity funding for CRT coverage \$ 5K PLT groups will meet to finalise LI and SC Equity \$ to pay for CRTs \$6000	Term 1	6 months: <ul style="list-style-type: none"> Scope and Sequence Curriculum with 'through-lines, to be aligned with the Victorian Curriculum. Learning Intentions and Success Criteria to be documented for Speaking and Listening and Reading. 	● ● ●																			
			Term 2	12 months: <ul style="list-style-type: none"> Monitor and review the new scope and sequence curriculum. Teachers to utilise the Learning Intentions and Success Criteria in their planning. 	● ● ●																			
Ensure teachers are effectively using data in making accurate teacher judgments as a	<ul style="list-style-type: none"> Utilise PLT meetings effectively with assistance of SBC. Teachers will moderate work samples. All student growth and achievement will be tracked, discussed and documented. 	PLTs and SBCs	Ongoing	6 months: <ul style="list-style-type: none"> PLT meetings to be scheduled weekly. Protocols and agendas to be focused on the 4 critical DuFour Questions. Moderation of 2 sets of assessment data to occur 	● ● ●																			



guide to their day to day instruction.				<p>weekly with further next teaching steps documented.</p> <ul style="list-style-type: none"> Tracking student data will be discussed at least once per term. Survey staff on effectiveness of PLTs / VL and CITW and discuss findings. 				
				<p>12 months:</p> <ul style="list-style-type: none"> PLT meetings to continue to be scheduled weekly. Adhere to set protocols and agendas that focus on the 4 critical DuFour Questions. Moderation of 2 sets of assessment data to occur weekly with further next teaching steps documented. Tracking student data will be discussed at least once per term. 	<p>● ● ●</p>			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning. 											
OTHER IMPROVEMENT MODEL DIMENSIONS		<ul style="list-style-type: none"> Positive Climate for Learning and Curriculum development 											
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Improve the variable of 'Connectedness to Peers' from the PO Survey from 5.8 in 2014 to 6.2 in 2018 and; improve the 'Connectedness to School' variable from the SATS survey from 4.51 in 2014 to 5.7 in 2018 											
12 MONTH TARGETS		<ul style="list-style-type: none"> Connectedness to Peers (POS) 6.0. Connectedness to School (SATS) 5.2 Classroom Behaviour (SATS) 4.5 Connectedness to Peers (SATS) 5.0 Stimulating Learning (SATS) 4.5 To initiate and embed 'Coding and Robotics' into the curriculum. 											
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]	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]							
Develop and embed the whole school pedagogy and learning framework centred around digital technologies, including robotics and coding.	<ul style="list-style-type: none"> Purchase of digital robotics and programs for students at all levels. Equity \$ 20K Initiate professional learning opportunities for all staff. (Curriculum day) Equity \$ 1500 Appoint staff member to co-ordinate and establish committee for implementation. Equity \$ for HD payment \$4500 Engage parent community at a Robotics expo. Create Community of Practice links with other schools. Revises Scope and Sequence Curriculum document to include Digital Technologies (DT) PLTs to include DT in their program planning. Implement / trial programs and review success. 	Principal and co-ordinator.	Term1	<ul style="list-style-type: none"> Purchased a variety of robotic equipment and associated materials including software. Professional Learning undertaken. Appointment of staff member responsible for implementation of programs. Establish committee to assist Co-ordinator DT Co-ordinator to lead, coach and mentor other staff members in developing confidence and expertise around Digital Technologies. Established COP with other schools Review Scope and Sequence curriculum. Staff to initiate implementation of program regularly. 	● ● ●								
		Consultative Committee	Term1		Term 1				Term 1	Term 3	Term1	Term1	12 months:
		DT Co-ordinator	Term1										
		LEADERS	Term1										
		PLT Leaders	Ongoing										
		All staff	Ongoing										



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]				
Considerations for 2018:				

