Annual Implementation Plan: for Improving Student Outcomes

School name: Mossfiel Primary School
School number: 5002

Year: 2017
Based on strategic plan: 2017-2019

Endorsement:

Principal	Maureen Price	March 2017
School council	Brenda Fisher	March 2017
Senior Education Improvement Leader	Helen Hobley	March 2017

Section 1: The School's Improvement Priorities and Initiatives

School Strategic Plan goals
Leadership Build the school leaders' and teachers' capacity to lead and implement change. • Develop structures that align decision making and resourcing to the school vision and values. • Develop processes and procedures that build a culture of accountability and feedback. **Achievement** Maximise student performance across all Learning Areas that specifically lead to higher levels of growth in Literacy and Numeracy. • Leadership to be supported to build a culture of high expectations and lead a school of excellence. • Improve student achievement outcomes at each level across the school in Literacy, Numeracy, and all other learning areas. • Build the instructional practice of leaders and teachers by adopting a whole school approach to instructional practice and an agreed instructional framework. • Build and a review cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice leading to increased student learning growth. • Build the capacity of the PLCs to teach to students' point of need by implementing consistent assessment CATs, planning, and classroom practices, progressed through highly effective PLC meetings. **Engagement** Build a whole community commitment to the school's vision of high expectations, valuing of student learning and engagement and improved educational attainment. • Improve student voice and engagement in their learning. • Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community. **Wellbeing** Create a supportive learning community which nurtures the social and emotional development of all students. • Build the capacity of students to be resilient, socially responsible and respectful in their relationships. • Improve the children's sense of safety in their local 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	

Published: February 2016

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.

The challenges from our Priority Review are being addressed in a variety of ways and have begun with the development of the school vision and values which outline good practice expectations at Mossfiel Primary School.

Professional Learning Communities have been developing since 2014 following the DuFour model. The further development of Professional Learning Communities will be strengthened by the allocation of 4 Leading Teacher Instructional leaders to lead our PLCs, to ensure that the instructional framework can deliver rigorous curriculum, pedagogy, assessment and reporting practices that are consistently implemented. The Leadership Team will be supported and coached in this endeavour by an external coach. Senior staff have been trained at the Bastow Institute in Curriculum, Assessment and Numeracy Leadership to lead teams of teachers in developing and embedding new, evidence-based high impact teaching strategies in classrooms. This will be supported by developing teaching capacity to implement this instructional framework. Specifically, this will involve staff professional development, coaching, peer observation and feedback, enhanced use of learning data to inform practice and collaborative planning to maximise consistency in curriculum design, implementation and assessment. The school has invested in this by providing time to lead and collaborate with the teaching teams. This focus will enhance student growth and better support teachers for improving student performance.

We will focus on embedding PLC work through quality team meetings led by high expectations, using core analysed data to plan CATs and delivery to meet each student's point of learning need. To reduce the variation in between-class cohort student results, we are using Instructional leaders and coaches to focus on the consistent implementation of the school instructional framework and Team plans based on student data. Our involvement in Professional Learning will highlight high impact teaching strategies which we will include in our Instructional model and in-class implementation. We will continue to identify and focus on priority standards in Mathematics and English so that time is allocated according to the importance of the learning in each indicator. We will further support data literacy and analysis with quality professional learning to drive teaching and learning plans and classroom practice. We will monitor student progress in our Literacy and Numeracy Intervention programs.

A focus on student voice throughout the school will further support student connection to the school, help build a positive school community and provide teachers with critical feedback on their practice. Students within classes will also be provided with opportunities to give feedback to teachers regarding their learning progress which will be used by teachers in their role.

Mossfiel PS has trained a team of teachers and a Social Worker responsible for leading the development of a whole school approach to wellbeing. The school needs to be felt by students, staff, parents and carers as inclusive, safe, respectful and orderly. A culture of respectful relationships in the school between staff, students and parents/guardians will be further developed. This will be achieved by developing a whole school wellbeing framework. The framework will expand teachers' capacities and skills through the identification and implementation of strategies for encouraging respectful, inclusive and positive behaviour and interactions by all members of the school community.

Building stronger relationships with parents and carers will be a focus in this Annual Implementation Plan period. Communication and involvement strategies will be used to provide opportunities for parents and carers to be active partners with the school in their child's learning.

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 leadership teams	• Develop structures that align decision making and resourcing to the school vision and values. • Develop processes and procedures that build a culture of accountability and feedback.
Building Practice Excellence	• Leadership to be supported to build a culture of high expectations and lead a school of excellence. • Improve student achievement outcomes at each level across the school in Literacy, Numeracy, and all other learning areas. • Build the instructional practice of leaders and teachers by adopting a whole school approach to instructional practice and an agreed instructional framework. • Build and review a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on student learning growth.
Curriculum Planning and Assessment	• Build the capacity of the PLCs to teach to students' point of need by implementing consistent assessment CATs, planning, and classroom practices, progressed through highly effective PLC meetings. • Provide rigorous and differentiated curriculum and teaching and learning experiences to cater for individual learning needs that prepare each student for future learning.
Positive climate for learning	• Improve students' confidence and engagement in their learning. • Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community. • Build the capacity of students to be resilient, socially responsible and respectful in their relationships. • Improve the children's sense of safety in their local school community.

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

Leadership

Build the school leaders' and teachers' capacity to lead and implement change.

- Leadership to be supported to build a culture of high expectations and lead a school of excellence
- Develop structures that align decision making and resourcing to the school vision and values.
- Develop processes and procedures that build a culture of accountability and feedback.

IMPROVEMENT INITIATIVE

Building leadership teams

STRATEGIC PLAN TARGETS

- **Staff Opinion Data - Improve the percentage endorsement whole school for each module**

	2016	2017	2018	2019	2020
Teaching & Learning module overall	61.5%	64%	67%	70%	71%
School leadership module overall	62.3%	65%	68%	70%	71%
Professional learning module overall	65.9%	68%	70%	72%	74%

12 MONTH TARGETS

- **Staff Opinion Data - Improve the percentage endorsement whole school for each module**

	2016	2017
Teaching & Learning module overall	61.5%	62.5%
School leadership module overall	62.3%	63%
Professional learning module overall	65.9%	67%

KEY IMPROVEMENT STRATEGIES	Action	WHO	WHEN	SUCCESS CRITERIA	MONITORING		
					Progress Status	Evidence of impact	Budget
							Estimate / YTD
Leadership to be supported to build a culture of high expectations and lead a school of excellence	• Leaders will be supported in their growth as Instructional Leaders via coaching from an external consultant. • Leaders will increase their leadership knowledge through professional learning, e.g. Data Literacy, school visits, professional readings and discussions. • The leadership team enables evidence-based data to align school improvement initiatives through the provision of quality professional learning embedded in PLCs. **Programs/actions:** *a. Leadership Coaching for Instructional leaders & Principal $20 000* *b. Leadership PL $2000*	Leadership	ongoing	6 months: • Leading Teachers confidently lead, working with the external consultant to develop team protocols and effective PLC session agendas to follow the Mossfiel PLC process. • Professional Learning delivered to build understanding and capacity to plan Assessment Schedules in English and Mathematics.	🔴 🟡 🟢		
				12 months: • Leading Teachers work with an external consultant to deliver a whole school approach for data collection, analysis and evaluation of student growth over time [term, semester and year] enabling improved student learning using evidence-based data. • Leaders utilise learnings from PL to streamline data collection, share analysed data to evaluate student progression and plan for next level of work to be delivered in classrooms with the PLCs.	🔴 🟡 🟢		$22000
Develop structures that align decision making and resourcing to the school vision and values.	• The leadership team ensures staff use evidence-based data to focus school improvement initiatives. • The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement. • The leadership team actively leads and participates in professional learning teams that continually challenge and improve each other's practice.	Teachers & Leadership	ongoing	6 months: • School leaders review and align structures and process to improve practice and outcomes. • School Leadership develop their understanding and knowledge of school improvement to focus their actions when working with teachers to improve student learning growth. • School Leadership work with PLCs to continuously challenge to improve teacher practice.	🔴 🟡 🟢		
				12 months:	🔴 🟡 🟢		

	Programs/actions: *a. Instructional leaders in classrooms and working with PLCs* *b. School Professional Learning [PL] Plan*			• Additional Assistant Principal, along with the other school leaders, support and embed PLC practice resulting in improved PLC effectiveness. • School Leadership develop their understanding and knowledge of school improvement to focus their actions when working with teachers to improve student learning growth. • School Leadership work with PLCs to continuously challenge to improve teacher practice.				
Develop processes and procedures that build a culture of accountability and feedback.	c. Leaders use their expertise to guide the instructional program of the school. They identify evidence-based, high impact strategies and support staff to use them consistently. d. Leaders work with staff to review and improve their teaching including by observation, feedback and coaching. **Programs/actions:** *e. Instructional leaders - 4 Leading Teachers, $229489* *f. Staff Performance and Development Plans [PDPs]* *g. Instructional leaders in classrooms and working with PLCs* *h. School Professional Learning [PL] Plan*	Teachers & Leadership	ongoing	6 months: • School leadership demonstrate, observe and provide feedback and coaching to PLC teachers focussed on using evidence-based, high-impact strategies to target student learning needs.				
				12 months: • School leadership demonstrate, observe and provide feedback and coaching to teachers focussed on using evidence-based, high-impact strategies to target student learning needs.			*$229489*	

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS

Achievement

Maximise student performance across all Learning areas that specifically lead to higher levels of growth in Literacy and Numeracy.

- Leadership to be supported to build a culture of high expectations and lead a school of excellence
- Improve student achievement outcomes at each level across the school in Literacy, Numeracy, and all other learning areas.
- Build the instructional practice of leaders and teachers by adopting a whole school approach to instructional practice and an agreed instructional framework
- Build and review a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on student learning growth.
- Build PLC capacity to implement evidence-based high impact literacy and numeracy teaching strategies to teach to each student's point of learning utilizing a consistent assessment strategies and data to measure progress.
- Provide rigorous and differentiated curriculum and teaching and learning experiences to cater for individual learning needs that prepares each students for future learning.

IMPROVEMENT INITIATIVE

Building Practice Excellence

Curriculum Planning and Assessment

STRATEGIC PLAN TARGETS

- **NAPLAN data Years 3 to 5 Relative Growth**

High growth	2016	2017	2018	2019	2020
Reading	16%	18%	20%	22%	24%
Writing	16%	18%	20%	22%	24%
Numeracy	21%	22%	22%	23%	24%

Low growth	2016	2017	2018	2019	2020
Reading	33%	31%	29%	27%	25%
Writing	32%	31%	29%	27%	25%
Numeracy	41%	38%	34%	30%	28%

- **NAPLAN data Years 3 to 5 - % in top 2 bands and bottom 2 bands**

Year 3	2016	2020	2016	2020
	Top 2 bands		Bottom 2 bands	
Reading	21%	39%	30%	20%
Writing	33%	49%	16%	11%
Numeracy	19%	26%	21%	19%

Year 5	2016	2020	2016	2020
	Top 2 bands		Bottom 2 bands	
Reading	18%	27%	36%	27%
Writing	4%	15%	21%	20%
Numeracy	14%	19%	31%	26%

- **PAT READING - % students below, at or above expected levels**

	2016			2017			2018			2019			2020		
	below	at	above	below	at	above	below	at	above	below	at	above	below	at	above
Yr 1													25	50	25
Yr 2													25	50	25
Yr 3	70	22	8	50	38	12	40	44	16	30	50	20	25	50	25
Yr 4	46	40	14	38	44	18	30	48	22	26	50	24	25	50	25
Yr 5	65	20	15	55	27	18	45	34	21	35	41	24	25	50	25
Yr 6	64	14	22	55	22	23	45	31	24	35	40	25	25	50	25

- **PAT MATHEMATICS - % students below, at or above expected levels**

	2016			2017			2018			2019			2020		
	below	at	above	below	at	above	below	at	above	below	at	above			
Yr 1													25	50	25
Yr 2													25	50	25
Yr 3	49	40	11	42	44	14	34	49	17	26	53	21	25	50	25
Yr 4	60	35	5	52	38	10	44	41	15	35	45	20	25	50	25
Yr 5	70	21	10	58	28	14	46	36	18	34	44	22	25	50	25
Yr 6	71	8	20	58	20	22	46	31	23	34	42	24	25	50	25

- **Victorian Curriculum – Teacher Judgements – Growth means in Victorian Curriculum levels**

2016- 2020	Reading	Writing	Numeracy
Dec Yr 0 → Dec Yr 1	0.89 → 1	0.86 → 1	0.97 → 1.1
Dec Yr 1 → Dec Yr 2	1.1 → 1.2	1 → 1.2	1.08 → 1.2
Dec Yr 2 → Dec Yr 3	0.89 → 1	0.96 → 1.1	0.89 → 1
Dec Yr 3 → Dec Yr 4	0.81 → 1	0.83 → 1	0.86 → 1
Dec Yr 4 → Dec Yr 5	0.99 → 1.2	0.93 → 1	0.87 → 1
Dec Yr 5 → Dec Yr 6	0.92 → 1	0.95 → 1.1	1 → 1.2

- **Staff Opinion Data - Improve the percentage endorsement whole school for each module**

	2016	2017	2018	2019	2020
Teaching & Learning module overall	61.5%	64%	67%	70%	71%
School leadership module overall	62.3%	65%	68%	70%	71%
Professional learning module overall	65.9%	68%	70%	72%	74%

- **High Reliability Schools survey – Effective Teaching in Every Classroom – increase the % of teachers who strongly agree to all items in the survey.**

	2016	2017	2018	2019	2020
The school leaders communicate a clear vision as to how instruction should be addressed in the school.	41.67%	46%	50%	55%	60%
Support is provided to teachers to continually enhance their pedagogical skills through reflection and support growth plans.	48%	52%	55%	58%	60%
Predominant instructional practices throughout the school are known and monitored.	52%	56%	62%	68%	75%
Teachers are provided with clear, ongoing feedback on their pedagogical strengths and weaknesses that is based on multiple sources of data and consistent with student achievement data.	16%	24%	32%	40%	50%
Teachers are provided with job-embedded professional learning that is directly related to their instructional growth goals.	29.17%	36%	40%	45%	50%
Teachers have opportunities to observe and discuss effective teaching.	58.33%	62%	66%	70%	75%

12 MONTH TARGETS

- **NAPLAN data Years 3 to 5 Relative Growth**

High growth	2016	2017	2018	2019	2020	Low growth	2016	2017	2018	2019	2020
Reading	16%	18%	20%	22%	24%	Reading	33%	31%	29%	27%	25%
Writing	16%	18%	20%	22%	24%	Writing	32%	31%	29%	27%	25%
Numeracy	21%	22%	22%	23%	24%	Numeracy	41%	38%	34%	30%	28%

- **NAPLAN data Years 3 to 5 - % in top 2 bands and bottom 2 bands**

Year 3	2016	2017	2016	2017	Year 5	2016	2017	2016	2017
	Top 2 bands		Bottom 2 bands			Top 2 bands		Bottom 2 bands	
Reading	21%	25%	30%	28%	Reading	18%	20%	36%	33%
Writing	33%	37%	16%	15%	Writing	4%	8%	21%	20%
Numeracy	19%	23%	21%	20%	Numeracy	14%	15%	31%	30%

- **PAT READING - % students below, at or above expected levels**

		2016			2017	
	below	at	above	below	at	above
Yr 1						
Yr 2						
Yr 3	70	22	8	50	38	12
Yr 4	46	40	14	38	44	18
Yr 5	65	20	15	55	27	18
Yr 6	64	14	22	55	22	23

- **PAT MATHEMATICS - % students below, at or above expected levels**

		2016			2017	
	below	at	above	below	at	above
Yr 1						
Yr 2						
Yr 3	49	40	11	42	44	14
Yr 4	60	35	5	52	38	10
Yr 5	70	21	10	58	28	14
Yr 6	71	8	20	58	20	22

- **Victorian Curriculum – Teacher Judgements – Growth means in Victorian Curriculum levels**

2016- 2017	Reading	Writing	Numeracy
Dec Yr 0 → Dec Yr 1	0.89 → 0.90	0.86 → 0.89	0.97 → 0.98
Dec Yr 1 → Dec Yr 2	1.1 → 1.2	1 → 1.1	1.08 → 1.1
Dec Yr 2 → Dec Yr 3	0.89 → 0.90	0.96 → 0.97	0.89 → 0.91
Dec Yr 3 → Dec Yr 4	0.81 → 0.83	0.83 → 0.86	0.86 → 0.88
Dec Yr 4 → Dec Yr 5	0.99 → 1	0.93 → 0.95	0.87 → 0.89
Dec Yr 5 → Dec Yr 6	0.92 → 0.95	0.95 → 0.97	1 → 1.1

- **Staff Opinion Data - Improve the percentage endorsement whole school for each module**

	2016	2017
Teaching & Learning module overall	61.5%	62.5%
School leadership module overall	62.3%	63%
Professional learning module overall	65.9%	67%

- **High Reliability Schools survey – Effective Teaching in Every Classroom – increase the % of teachers who strongly agree to all items in the survey.**

	2016	2017
The school leaders communicate a clear vision as to how instruction should be addressed in the school.	41.67%	46%
Support is provided to teachers to continually enhance their pedagogical skills through reflection and support growth plans.	48%	52%
Predominant instructional practices throughout the school are known and monitored.	52%	56%
Teachers are provided with clear, ongoing feedback on their pedagogical strengths and weaknesses that is based on multiple sources of data and consistent with student achievement data.	16%	24%
Teachers are provided with job-embedded professional learning that is directly related to their instructional growth goals.	29.17%	36%
Teachers have opportunities to observe and discuss effective teaching.	58.33%	62%

KEY IMPROVEMENT STRATEGIES	Action	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Improve student achievement outcomes at each level across the school in Literacy, Numeracy, and all other learning areas.	• Teachers' individual plans have strong line of sight to the school goals and targets. • Instructional Leaders will lead PLCs with a strong focus on how to plan and deliver high quality teaching of Literacy and Numeracy. • PLCs to teach members how to effectively monitor the impact of teaching on student learning and adapt teaching to advance student learning including Intervention programs in Literacy and Numeracy at all year levels. • School professional learning (eg data literacy) to be of a high level and totally aligned to the AIP focussed on student outcomes to enable PLCs to	Teachers & Leadership	ongoing	6 months: • All teachers' PD plans are aligned to the school AIP. • The whole school Professional Learning Plan is developed. • Instructional Leaders support teachers, individually and in PLCs, to use evidence based Literacy and Numeracy teaching strategies monitored through high level PLCs meetings measuring impact on student learning and planning effectively. • Teachers have trialled a Tier 1 [all students] Numeracy Intervention program in years 1-4 and evaluated the effect on student learning. • Teachers conduct Tier 2/3 [targeted students] Intervention programs in Literacy, Numeracy and EAL at each year level	🔴 🟡 🟢			

	share data, plan effectively and monitor and report on progress **Programs/actions:** *i. Staff Performance and Development Plans [PDPs]* *j. Instructional leaders in classrooms and working with PLCs* *k. Intervention programs inc Tier 1 Numeracy intervention $241756* *l. School Professional Learning [PL] Plan* *m. Teacher Professional Learning - Writing focus – external consultant $20000*			with the result that the average student results show more than 1 years growth each year.				
				12 months: • All teachers' PD plans are monitored and teachers given feedback on their learning and future PL goals. • Instructional Leaders support teachers individually and in PLCs, to use evidence based Literacy and Numeracy teaching strategies, monitor their practice and their impact on student learning. • The whole school Professional Learning Plan shows evidence based strategies based on teacher needs in line with the Mossfiel Instructional Framework based on Marzano.	🔴 🟡 🟢		$261756	
Build the instructional practice of leaders and teachers by adopting a whole school approach to instructional practice and an agreed instructional framework	• Teachers will work collaboratively and with Instructional Leaders to collect evidence of student learning and develop targeted teaching strategies. • Teachers have opportunities to observe experienced colleagues, trial new strategies, get feedback and focussed coaching to support changes to their practice. • Teachers will identify data-based professional learning to build their knowledge and skills including research, evidence-based strategies, observation, feedback and coaching. **Programs/actions:** *a. Coaching in literacy & numeracy* *b. Peer observation program* *c. Mentoring graduate teachers* *d. STEM mentor teacher to all class teachers* *e. Digital Technology program*	Leadership Team & All teachers	ongoing	6 months: • All teachers embed the use of Learning Intentions and Success Criteria into all lessons. • Teachers who receive deep literacy or numeracy coaching, show improved practice in line with their coaching goals. • Teachers have participated in 1 PL day, plus 1 double planning session with external consultant, focussed on Writing, showing improvement in their ability to assess, plan and improve effective teaching to point of learning need. • Class teachers co-teach Science units with the STEM teacher improving their knowledge of rigorous Science teaching.	🔴 🟡 🟢			
				12 months: • All teachers develop the practice of differentiation and explicit teaching of literacy, numeracy and specialist learning areas. • Teachers who receive deep literacy or numeracy coaching, show improved practice in line with their coaching goals. • Teachers complete at least 3 Writing moderations across the school, improving teachers' skills in making consistent judgements. • Teachers participate in planning sessions with external consultant, focussed on Writing, enabling improved assessment, planning and teaching practice. • Student average growth in Science is at least 1 VC level from Dec 16 to Dec 17.	🔴 🟡 🟢		$112792	
Build and review a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on student learning growth.	• Teachers use student achievement data to self-assess the effectiveness of their teaching and evaluate the impact they are having on student outcomes. Aligned PL is provided to assist. • Evidence-based, valid and consistent judgements of student work to improve through guided moderation in English and Mathematics **Programs/actions:** • *Data analysis of formative assessments to target teaching* • *Use of Data walls & Guttmann charts [ZPDs], SPAmarkbook $3605* • *Range of standardised common assessments, e.g. F&P, PAT, $2180* • *Staff Performance and Development process* • *Professional learning aligned to teacher needs $5000*	Leadership Team & All teachers	ongoing	6 months: • PLCs evaluate Literacy and Numeracy units of work and recommend areas to improve curriculum planning. • All PLCs calculate their impact on student learning in Literacy and Numeracy for each major unit of work and analyse the factors involved. Recommendations are implemented and recorded for the next steps. • Moderation activities in Writing and Mathematics have strengthened teachers' ability to make consistent judgements.	🔴 🟡 🟢			
				12 months: • PLCs analyse their impact in Literacy and Numeracy teaching units and recommend ongoing future changes to planning, and teaching and learning strategies. • All PLCs calculate their impact on student learning in Literacy and Numeracy for each major unit of work and analyse the factors involved. They plan the next steps. • All teachers participate in Peer Observations, implement their action plans and trial strategies with their students.	🔴 🟡 🟢		$10785	

				• All class teachers receive feedback from an Instructional Leader on growth [PDP] goals and adjust their practice.				
Build the capacity of the PLCs to teach to students' point of need by implementing consistent assessment CATs, planning, and classroom practices, progressed through highly effective PLC meetings.	• Instructional Leaders will be supported with quality learning to confidently lead PLCs. • PLCs will implement documented and agreed approaches to data collection, analysis and evaluation. • PLCs will monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. • PLCs will establish processes such as moderation and consistency protocols to enable greater consistency in teacher judgements of student learning. • Teachers will collaborate to design classroom assessments that are frequent, high-quality and have clear, consistent scoring criteria. • School leaders will support with quality professional learning to ensure embedded change. **Programs/actions:** • *PLC shared assessment analysis & planning* • *Calculate and analyse Teacher impact from post assessments*	Leadership Team & All teachers	ongoing	6 months: • All data collection, analysis and evaluation of student learning outlined in the English and Mathematics Assessment Schedules, are completed each semester. • Instructional Leaders actively participate in coaching the teachers in their PLC to improve and strengthen teaching and assessment strategies. • All PLCs moderate student work during PLC PL sessions as part of the assessment cycle.	🔴 🟡 🟢			
				12 months: • All data collection, analysis and evaluation of student learning outlined in the English and Mathematics Assessment Schedules, are completed each year. • Instructional Leaders actively participate in coaching the teachers in their PLC to embed effective teaching and assessment strategies. • All PLCs plan and teach with a differentiated approach in Literacy, Numeracy, and Integrated Curriculum so that the all student points of learning needs are met. • PLCs track student learning in each Literacy and Numeracy GVC unit. They record cohort data on SPA Markbook and calculate student growth and teacher effect size.	🔴 🟡 🟢			
Provide rigorous and differentiated curriculum and teaching and learning experiences to cater for individual learning needs that prepares each student for future learning.	• Teachers are supported with professional learning with Curriculum planning to reflect the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs. • Programs will be regularly monitored and evaluated by professional learning teams to ensure that the curriculum planning, teaching and learning and assessment strategies are consistent across all areas. **Programs/actions:** a. *PL in Victorian Curriculum and its implementation $5000* b. *Identifying and planning for Priority standards in English and Maths* c. *Teacher evaluating and calculating impact of teaching units & PL* d. *Vic Curriculum audit for Integrated Units*	Leadership Team & All teachers	ongoing	6 months: • All PLCs participate in Professional Learning [PL] in Writing with the external consultant and develop targeted Writing Curriculum Plans based on student needs. • All Team plans and class programs in all Learning Areas are based on the Victorian Curriculum and take a differentiated approach to individual or group student needs. • All priority Standards in Victorian Curriculum English and Mathematics are preferenced in Teaching and Learning Plans and implementation.	🔴 🟡 🟢			
				12 months: • Working with an external consultant, Writing Planners are revised by PLCs to accommodate new learnings, showing an understanding of teacher action research. • All Curriculum documents are up-to-date with 2017 teacher impact and evaluation recommendations included. • All assessments on the Assessment Schedule are completed and recorded on school systems.	🔴 🟡 🟢		$5000	

Section 3: Improvement Initiatives

STRATEGIC PLAN GOALS

Engagement

Build a whole community commitment to the school's vision that values learning, engagement and high expectations.

- Improve students' confidence and engagement in their learning.
- Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.

IMPROVEMENT INITIATIVE

Positive climate for learning

STRATEGIC PLAN TARGETS

Staff Opinion Data - Improve the percentage endorsement of the whole school for each module

	2016	2017	2018	2019	2020
School Climate module overall	54.6%	59%	64%	69%	74%

Parent Opinion Data - Improve the component mean score

	2016	2017	2018	2019	2020
General satisfaction	5.32	5.5	5.6	5.7	5.75

ATS data – improve the mean score on a scale of 1 to 5

	2016	2017	2018	2019	2020
Learning Confidence	3.94	3.97	4	4.04	4.09
School Connectedness	4.18	4.22	4.26	4.30	4.35

12 MONTH TARGETS

Staff Opinion Data - Improve the percentage endorsement of the whole school for each module

	2016	2017
School Climate module overall	54.6%	58%

Parent Opinion Data - Improve the component mean score

	2016	2017
General satisfaction	5.32	5.5

ATS data – improve the mean score on a scale of 1 to 5

	2016	2017
Learning Confidence	3.94	3.97
School Connectedness	4.18	4.22
Stimulating Learning	3.91	3.95

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Improve students' confidence and engagement in their learning.	• Students set learning goals and monitor and assess their progress with support from their teachers. Aspirational goals are discussed and developed by all students. • Teachers will encourage students to set high expectations for their own learning, have regular conversations about their progress, and celebrate their achievements with them. • Analysis of student assessment data will underpin and inform goal setting for individual students. **Programs/actions:** a. *Students, together with their teacher, set goals during the cycle of reading and writing conferences* b. *Students in years 3 to 6 set their own term goals and report on their progress with parents each term.* *c. Individual Learning Plans for all students developed and rated by teachers each term.*	Leadership Team and all teachers	ongoing	6 months: • Students set their own learning goals and rate their progress in Literacy and Numeracy each term. Teachers support students to set challenging learning goals and give feedback about their progress and next learning steps in Literacy and Numeracy improving the learning growth of all students. • Teachers set targets for each student and groups of students based on student data, rate their progress each term, report progress to students and parents through reports and conferences and celebrate their achievements. • Teachers give regular feedback and encouragement to all students during conferences, teaching groups and at other times of the school day, strengthening the trust between the teachers and their students.	🔴 🟡 🟢			
				12 months: • Students set their own aspirational learning goals and rate their progress in Literacy and Numeracy each term. Teachers support students to set their own learning goals and give feedback about their progress and next learning steps in Literacy and Numeracy. • Teachers set challenging targets for each student and groups of students based on student data, rate their progress and report progress to students and parents through reports and conferences. • PLCs research and match high impact teaching practices so that students are engaged.	🔴 🟡 🟢			

				• Teachers give regular feedback and encouragement to all students during conferences, teaching groups and at other times of the school day, strengthening trust between the teachers and their students.				
Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.	• Teachers design challenging activities that involve choice, deep understanding, discipline-rich inquiry, problem solving and collaboration. • Evidence-based, high impact teaching practices are used consistently to engage students in their learning. **Programs/actions:** *a. PL focussed on Discipline Investigations.* *b. Further development of Investigation units.* *c. Student feedback processes*	Leadership Team and all teachers	ongoing	6 months: • PLCs analyse data and research evidence-based, high impact teaching practices so that planned and taught strategies engage students in their learning. • The whole school plan for Investigation units is reviewed.	🔴 🟡 🟢			
				12 months: • PLCs analyse data and research evidence-based, high impact teaching practices so that planned and taught strategies engage students in their learning. • PLCs analyse student feedback focussed on the teaching of major units in all learning areas.	🔴 🟡 🟢			

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS

Wellbeing

Create a supportive learning community which nurtures the social and emotional development of all students.

- Build the capacity of students to be resilient, socially responsible and respectful in their relationships
- Improve the children's sense of safety in their school community.

OTHER IMPROVEMENT MODEL DIMENSIONS

Positive climate for learning

STRATEGIC PLAN TARGETS

ATS data – improve the mean factor score

	2016	2017	2018	2019	2020
Connectedness to Peers	4.11	4.15	4.20	4.25	4.28
Classroom Behaviour	3.09	3.15	3.20	3.25	3.32

Student attendance - decrease absence years 0-6

	2015	2016	2017	2018	2019	2020
Absence days per FTE	17.79	15.7	14.5	14	13	13
% students with 20 or more absence days	30%	26%	25%	24%	24%	24%

Victorian Curriculum Personal and Social Capabilities teacher judgements – increase the % of students at or above expected level

	2016	2017	2018	2019	2020
Year Foundation	77.6%	79%	81%	83%	85%
Year 1	70.6%	73%	76%	78%	80%
Year 2	67.9%	73%	76%	78%	80%
Year 3	68.9%	73%	76%	78%	80%
Year 4	57.8%	64%	70%	74%	80%
Year 5	64%	68%	72%	76%	80%
Year 6	60.7%	64%	70%	74%	80%

12 MONTH TARGETS

ATS data – improve the mean factor score

	2016	2017
Connectedness to Peers	4.11	4.15
Classroom Behaviour	3.09	3.15

Student attendance - decrease absence years 0-6

	2015	2016	2017
Absence days per FTE	17.79	15.7	14.5
% students with 20 or more absence days	30%	26%	25%

Victorian Curriculum Personal and Social Capabilities teacher judgements – increase the % of students at or above expected level

	2016	2017
Year Foundation	77.6%	79%
Year 1	70.6%	73%
Year 2	67.9%	73%
Year 3	68.9%	73%
Year 4	57.8%	64%
Year 5	64%	68%
Year 6	60.7%	64%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the capacity of students to be resilient, socially responsible and respectful in their relationships	• The school's comprehensive Student Wellbeing and Learning policies and practices will be implemented and seen as important in supporting student learning success and in reducing risk. • Staff members purposely focus on building positive relationships and respect. They have regular positive conversations with students	Student Wellbeing & Learning Team [SWaLT] including Social Worker and Speech	ongoing	6 months: • Student Wellbeing and Learning policies and practices are reviewed and updated through consultation with staff. • Teachers give specific feedback and encourage their students to set high goals, persist, and show empathy and respect to others so that students become more respectful. • Each class teacher teaches a dedicated Social and Emotional Learning [SEL] lesson each week based on the Personal and Social Capabilities [P&SC] of the Victorian Curriculum.				

	reflecting on the effectiveness of their learning and showing interest in their progress. • The school will ensure that its curriculum plan includes social and emotional units which are taught explicitly. **Programs/actions:** • *Student Wellbeing & Learning leadership* • *Positive Behaviours In Schools approach,* • *SW Supporters* • *Social work 0.4 $ 28546* • *Speech therapy 0.4 $33800*	Therapist & all staff		12 months: • Student Wellbeing and Learning policies and practices are reviewed and updated through consultation with staff and staff are supported to implement them. • Teachers give specific feedback and encourage their students to set high goals, persist, and show empathy and respect to others so that students become more respectful. • The average growth in Personal and Social Capabilities [P&SC] of the Victorian Curriculum at each year level is at least 1 year.	🔴 🟡 🟢		$67 346	
Improve the children's sense of safety in their local school community.	• Teachers use behavioural interventions as opportunities for teaching and reinforcement. • The school will ensure that each student has at least one ongoing relationship with a member of staff, such as a class teacher. • The school will work with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour. **Programs/actions:** *a. Student Wellbeing & Learning leadership* *b. Positive Behaviours In Schools approach external consultant providing PL $5000* *c. SW Supporters $135 242* *d. Social work 0.4*	Student Wellbeing & Learning Team [SWaLT] including Social Worker & all staff	ongoing	6 months: • All teachers are involved in targeted PL focussed on our Positive Behaviours Approach with emphasis on appropriate interventions and reinforcement of School Expectations, so that they use behaviour interventions to teach and reinforce school values. • Students with special behavioural needs are matched with at least 1 adult including the class teacher and an SW supporter so that stronger relationships are formed with those students. • All students who display high level inappropriate behaviours have Behaviour Support Plans developed and regularly monitored by students, teachers [including SW supporters] and parents.	🔴 🟡 🟢			
				12 months: • All teachers are involved in targeted PL focussed on our Positive Behaviours Approach with emphasis on appropriate interventions and reinforcement of school expectations, so that they use behaviour interventions to teach and reinforce school values. • Students with special behavioural needs are matched with at least 1 adult including the class teacher and an SW supporter so that stronger relationships are formed with those students. • All students who display high level inappropriate behaviours have Behaviour Support Plans developed and regularly monitored by students, teachers [including SW supporters] and parents so that their behaviours improve.	🔴 🟡 🟢		$110850	

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]

<u>Confidential</u> 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: