**Annual Implementation Plan: for Improving Student Outcomes**

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| School name: Yarra Glen Primary School | Year: 2017 |
| School number: 0956 | Based on strategic plan: 2014-2017 |
| Endorsement:  Principal Assunta Di Giacomo Feb 2017 | Senior Education Improvement Leader Jeremy Beard March 2017 |
| School council Yarra Glen Primary School March 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.

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| **School Strategic Plan goals** |  | **Improvement Priorities** | **Improvement Initiatives** | **✓** |
| * **Building practice excellence in Reading Comprehension and Number and Algebra** * **Build the capacity of leaders to develop and implement strategies for transformation.** |  | **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 |  |

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| **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. | |
| **We have selected the above improvement initiatives based on areas noted as those that need further improvement. Looking at NAPLAN data and teacher judgements over the last three years, student observation, individual learning growth from Years 3-5, it was concluded and agreed that Reading comprehension and Number be strong focus areas for 2017 across the school.** | |
| **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 | * Build teacher capacity to plan, deliver and assess individualised differentiated Literacy (Reading) and Numeracy (Number and Algebra) programs. |
| Building leadership teams | * Build the capacity of the leaders to develop and implement strategies for transformation. * Build on teacher capacity to plan curriculum, assess, analyse data and drive teaching for improved student outcomes, incorporating high expectations. |

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.

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| **STRATEGIC PLAN GOALS** | | Improve Student Learning outcomes in Literacy and Numeracy. | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | Building practice excellence. | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | 100% of students ‘deemed capable’ at or above the National Minimum Standard by 2018 in Literacy and Numeracy in teacher judgements in the Victorian Curriculum.  Students deemed capable demonstrating 12 months growth. | | | | | | | |
| **12 MONTH TARGETS** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **NAPLAN 3 TO 5** | **LOW** | | **HIGH** | | | **Relative Growth** | **2016** | **2017** | **2016** | **2017** | | **Numeracy** | **33.3** | **< 30** | **20** | **> 20** | | **Reading** | **38.5** | **< 30** | **7.7** | **> 20** | | **Spelling** | **33.3** | **< 30** | **20** | **> 20** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **NAPLAN 5 TO 7** | **LOW** | | **HIGH** | | | **Relative Growth** | **2016** | **2017** | **2016** | **2017** | | **Reading** | **42** | **< 30** | **11** | **> 20** | | **Spelling** | **45** | **< 30** | **20** | **> 20** | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Build teacher capacity to plan, deliver and assess individualised differentiated Literacy and Numeracy programs. | Establish expectations of a cohesive whole school practice in methodology for Literacy and Numeracy using consistent language, planning, instructional model , manipulatives and catering to students’ point of need using the Victorian curriculum. | | Principal and Numeracy /Literacy team leader | Term 1-Term 4 2017 | Principal co-ordinating and leading Professional Learning meetings initially using FISO continuum.  Focus on Numeracy and Literacy – data analysis/assessment driving teaching/peer observations/colleague support./goal setting/future directions | **⚫ ⚫ ⚫** | - Improved student outcomes in Reading and Number  PL plan for 2017/2018  Leadership release weekly focusing on Pl and classroom practice/Vic Curriculum continuums and benchmarks  - A demonstrated understanding from Leadership team and use of FISO Continuum in our reflection and practice | $8000+ |  |
| Create 2017 PL plan for school in Literacy and Numeracy. | **⚫ ⚫ ⚫** | - Flexible groupings, consistent work programs, planners showing evidence of planning for bottom two bands, expected level and top two bands in Literacy and Numeracy, lesson plans showing differentiated groupings and extension tasks to challenge and motivate students.  - Evidence of learning Intentions and success criteria in all learning spaces.  - Staff can articulate what FISO is and where we are on the continuum  Staff planning shows evidence of knowledge and understanding of Victorian Curriculum in Literacy and Numeracy planning for the top two bands, expected level and bottom two bands. |  |  |
| Attend Bastow Leading Numeracy and Literacy and lead PL with staff focussing on improved student outcomes in Reading and Number/Algebra from Teacher Judgements and regular moderation across the school. | **⚫ ⚫ ⚫** | - Implement Bastow PL with staff.  - Consistent lessons with hook to engage, mini lesson, flexible groupings, reflection  - Learning Intentions and success criteria evident in every learning space.  - Students setting goals and completing “I can statements’ in Reading and Number.  - Students can articulate what the Learning Intention, their student goal and their success criteria  - Students using consistent language in Mathematics  - Students making connections through understandings in Number and Algebra across the other domains. Eg: M and G and S and P. | $8000+ |  |
| Develop 4 year plan for embedding Numeracy across the school. | **⚫ ⚫ ⚫** | * Implementation of plan and professional discussion. * Staff se of FSIO continuum to map our journey with |  |  |
| Review leadership structure to support Numeracy plan. | **⚫ ⚫ ⚫** | * The extra leadership time has improved student outcomes in Numeracy. * The students will demonstrate improved Number and Algebra skills and be a part of flexible groupings catering to their level of understanding with an element of challenge to inspire further learning and curiosity. |  |  |
| Implement the use of Reading Café from Grade 3-6 and Early Years P-2, with a strong focus on comprehension. | | Literacy Team leader | Term 2 2017 | Implement Reading Café strategies from F-6 using Bastow Leading Literacy as a springboard. | **⚫ ⚫ ⚫** | * Implementation of Reading café strategies across school * Students will be using Café strategies * Students will be able to articulate the Café strategies that a capable reader uses * Students can explain conferences | $4000 |  |
| Incorporate Reading Comprehension Café Strategies. | **⚫ ⚫ ⚫** | * Improvement in reading comprehension outcomes in NAPLAN and Teacher Judgements. * Students F-6 use the Café Strategies in the ir daily reading |  |  |
| Embed PL plan for Reading Comprehension Café Strategies for Literacy in Term 2 and 3. and 4 | **⚫ ⚫ ⚫** | * PL plan adhered to. * The leadership team ensure they provide opportunities for the rest of the staff to engage in PL from Leading Literacy Bastow Course |  |  |
| Establish alignment between Victorian Curriculum and NAPLAN results in Reading and Number through moderation. | | Principal | Term 3 2017 | Consistent PL sessions held each term on moderation of using assessment/data in Reading and Number to ensure teachers correctly assessing the tasks/tests. | **⚫ ⚫ ⚫** | * Consistent teacher judgements using consistent data/schedule * Teacher professional discussion and construct of authentic reading tasks and moderation of assessment is consistent. |  |  |
| Make comparisons of teacher judgements against NAPLAN results in Term 3 2017 and monitor progress, strengths and further areas for improvement. | **⚫ ⚫ ⚫** | - As above |  |  |
| Provide professional development and build teacher capacity in the area of Reading. | | Leadership | Throughout year | Use Sentral to track student progress in Reading . | **⚫ ⚫ ⚫** | * All staff accessing Sentral and using daily and consistently inputting data on reading and tracking progress * Staff using Sentral consistently ie: each week to track student progress and create flexible groupings | $3000 |  |
| Lead data analysis in Reading Comprehension via PL plan for 2017 and plot students achievements and abilities using Sentral LMS. | **⚫ ⚫ ⚫** | * PL plan * Staff are data literate and use the data to drive their teaching groups with authentic tasks and activities |  |  |
| Peer Observations/reflections/colleague support sessions using data to challenge and prepare teaching/mini lessons to engage and extend students in average to above level range. In Reading and Number | **⚫ ⚫ ⚫** | * Peer Observations reflective journal/team feedback discussions/PL professional discussions influencing each others practice and promoting high expectations and consistency in teaching and learning. | See above |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | | **Increase the capacity of the school to function as a Strategic organisation.** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building leadership teams** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | **Improved scores in 2017 in staff, student and parent surveys in the area of school improvement, extra curricular and Staff feedback, School Level Support and Active Particpation scores.**  **A surplus is retained in the SRP each year to support the implementation of the School Strategic Plan and succession training in leadership.** | | | | | | | |
| **12 MONTH TARGETS** | | |  |  |  |  | | --- | --- | --- | --- | | **Parent opinion survey percentile** | **2016** | | **2017** | | School improvement | 6.9% | | > 15% | | **Extra curricular** | **0.3** | **> 10%** | | | **Student Survey** | **2016** | **2017** | | | Unexplained absences | >5 per student | 2 per student | | | **Learning Confidence** | **25** | **>30** | | | **Staff Survey** | **2016** | **2017** | | | Feedback/Professional learning | 49.1% | 70% | | | **School Level Support** | 55% | 70% | | | Active Participation | 54.5% | 70% | | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Build the capacity of the leaders to develop and implement strategies for transformation. | Build on use of effective and efficient use of resources to support and implement school priorities through good financial management of the SRP and use of equity money. | | Principal | By Term 2 | Funds to be used for school priorities and program implementation. | **⚫ ⚫ ⚫** | - Implementation of MultiLIT- support/Reading Recovery- Yr 1  - Leadership time. | $30,000 |  |
| Bastow Course Leading Literacy and Numeracy in 2017 used to create a PL plan for the 2017/2018 school years. | **⚫ ⚫ ⚫** | -Leadership release to 2 Curriculum leaders in Literacy and Numeracy to attend PL. |  |  |
| Staff Survey and Genos Staff survey results improved in area of Staff feedback.  Student Surveys improved results in area of student connectedness, learning confidence and < than 2.5 unexplained absences per student. | **⚫ ⚫ ⚫** | -Improved survey results in the area of feedback. |  |  |
| Professional Learning for all staff from Curriculum Leaders in Literacy and Numeracy- Bastow. | **⚫ ⚫ ⚫** | -Consistency in classroom practice with all teachers catering to students points of need using their understanding in PL provided to improve student learning confidence and engagement. |  |  |
| Release for leadership team training in 2017 with a focus on team building. | **⚫ ⚫ ⚫** | -Weekly leadership release and weekly Leadership meetings also beginning to build next tier of leadership by Junior School Team Leader beginning to attend meetings at least once a fortnight. |  |  |
| Retain a percentage of the SRP for implementation of school priorities. | | Principal | By Term 2 | Surplus in SRP being available for investment in the following year. | **⚫ ⚫ ⚫** | -SRP reports and use of funds for 2017-2018 to support leadership supporting literacy and Numeracy priorities. |  |  |
| Implement an extra 40 minute session weekly for all staff for Peer Support Program working to extend our high achievers in Numeracy and Literacy.  x2 Peer Observations per term for each staff member | | Principal and leadership and all staff | Term 1 2017 | School Leadership profile continues. Leadership team implemented and functioning and meeting weekly. | **⚫ ⚫ ⚫** | -Agendas/minutes/follow up actions. |  |  |
| Timetable established to enable Peer observations and feedback sessions to occur at Pl meetings and team meetings, reflective journals kept by staff, improved student outcomes in areas of Number and Reading (TJ and NAPLAN.) | **⚫ ⚫ ⚫** | -Peer Observations protocols established, implemented across school, Reflective Journals used as a basis to professional discussion for feedback to improve teaching and learning. |  |  |
| Efficient timetabling to allow for leaders to lead and implement school priorities as per Strategic Plan/AIP. | | Principal | Term 1 2017 | Weekly meetings, agendas, minutes, PL plan completed and implemented, Curriculum days organised on Reading and Number as a focus. Term 2- Top Ten Mathematics.- Vic curriculum and also Bastow Reading Comprehension elective. | **⚫ ⚫ ⚫** | - Timetable circulated to all and expectations. |  |  |
| Sentral management system purchased and implemented across school . | | Principal | Throughout year | All staff trained in Sentral and using attendance, assessment and tracking and Reports modules by end of Term 2. | **⚫ ⚫ ⚫** | -Sentral being used by all staff every day each module investigated and PL delivered.  -Use Sentral to track attendance and implement whole school strategies to encourage attendance and punctuality. Every day matters including class and team strategies | As above |  |
| Sentral -Well Being and Parent Portal to be investigated by end of Term 4. | **⚫ ⚫ ⚫** | -Parent Portal open by end of Term 4 or beginning of 2018. |  |  |

Section 3: Other Improvement Model Dimensions

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| **STRATEGIC PLAN GOALS** | | **Build Teacher capacity in Reading and Number** | | | | | | | |
| **OTHER IMPROVEMENT MODEL DIMENSIONS** | | **Curriculum planning and assessment** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | **Improved scores in Learning Confidence and student morale.** | | | | | | | |
| **12 MONTH TARGETS** | | |  |  |  | | --- | --- | --- | | **Student Surveys** | | | | **Percentile** | **2016** | **2017** | | **Learning Confidence** | **25** | **> 30** | | **Student Morale** | **6.4** | **>15** | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Build on teacher capacity to plan curriculum, assess, analyse data and drive teaching for improved student outcomes, incorporating high expectations. | Consistent Professional learning- Implementation of PL plan 2017/2018 | | Principal and Leadership | Term 1 | Consistent planners and work programs in Literacy and Numeracy across school. | **⚫ ⚫ ⚫** | Evidence of consistent classroom practice across school using agreed instructional model in Literacy (Reading) and Numeracy (Number) |  |  |
| Consistent lessons in Reading Café and Number F-6  - Whole –part-whole  - Hook/mini lesson  - Flexible groupings  - Learning Intentions  - Success Criteria | **⚫ ⚫ ⚫** | - Peer observations.  - Colleague support.  - Reflective journals\PDPs. |  |  |
| Analysis of data in Reading Comprehension and Number during PL and team meetings on fortnightly basis. | | Principal and Leadership | Term 1 and 2 | Lead data analysis in Reading Comprehension- Probe, Torch, Running Records- benchmark texts with evidence of improved student outcomes and success in Reading and Number/algebra | **⚫ ⚫ ⚫** | - Evidence of assessment folders /Sentral brought to PDPs.  Improved student outcomes in Reading and Number- a love of learning embraced by our students in these areas. |  |  |
| Number moderation PL sessions on specific 4 operations, counting, place value, consistent language used in teaching and learning and minimum of 4 Maths lesson per week. | **⚫ ⚫ ⚫** | -Improved student outcomes and love of learning in Reading and Number |  |  |
| Planning days/time and targeted curriculum days on Reading and Number to facilitate and build teacher capacity. | | Principal and Leadership | Term 2 and 3 | Implement strategies using a step by step process in F-6 classrooms. | **⚫ ⚫ ⚫** | -Application of PL in planning documents, work programs, overview, use of Sentral to track student progress.. |  |  |
| Improved student learning confidence and morale when taking risks with learning- persistence. | **⚫ ⚫ ⚫** | -Surveys- DET and School Based PERRI survey/Kidsmatter. |  |  |
| Step by Step implementation from staff and then consistent feedback sessions on the outcomes of their implementation- what did you do, what was the result, what would you change? | | All staff  Team Leaders | Through-out year | Reflective Journals from staff, improved scores in staff professional learning and feedback in Staff Survey. | **⚫ ⚫ ⚫** | -Genos and DET Staff Survey |  |  |
| Peer Observations sessions and reflections  Colleague support sessions- student profiling. | | All staff  Team Leaders | Through-out year | Improved Student outcomes in reading and Number, improved scores in Learning confidence, motivation and morale, improved scores in teacher capacity and confidence to teach Number and Reading comprehension. | **⚫ ⚫ ⚫** | -Teacher Judgements and NAPLAN. In Reading and Number And Algebra- individual relative growth reports and Item analysis scores interrogated as a staff. and used to drive teaching and learning. |  |  |

**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]

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| **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 herethe 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:** | | | | |