

Annual Implementation Plan: for Improving Student Outcomes

School name: **The Patch Primary School**

Year: **2017**

School number: **5173**

Based on strategic plan: **2017 -2021**

Endorsement:

Principal **Debra Herrmann** 20th December 2016

Senior Education Improvement Leader **Denise Kotsikas**

20th December 2017

School council **Sarah Tebutt** 20th December 2016

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> Build practice excellence to improve student learning outcomes Strengthen the capabilities of the school leadership team to build a culture that is focused on improving performance 	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:

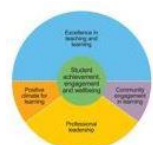
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Our Strategic Plan identified the need to consolidate and improve the continued development of teachers' capacity in the instructional model and the use of assessment data and practices to inform the design of learning tasks and programs. Development of mid-level leaders to embed and drive the improvement strategies within the school to support the effectiveness of teams will improve learning growth of all students in Writing.

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"> Build teacher capacity to implement consistent agreed school wide strategies in Literacy and Numeracy. Build teacher and student capability in utilizing a range of assessment strategies identifying a student's point of need – PON so as to effectively plan for and assess student learning Develop a whole school culture of high expectation for continuous student learning growth health and wellbeing
Building leadership teams	<ul style="list-style-type: none"> Increase the alignment in decision making and resourcing with the strategic intent / vision Create a whole school culture of collaboration, feedback and accountability Develop the capabilities of leadership teams in using evidence



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		● Build practice excellence to improve student learning outcomes																																																				
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STRATEGIC PLAN TARGETS		<p>NAPLAN Increases by the end of the Strategic Plan</p> <table border="1"> <thead> <tr> <th colspan="3">NAPLAN TARGETS – Students in the top two bands</th> <th>2017</th> <th>2017</th> </tr> <tr> <th></th> <th>Writing</th> <th>Numeracy</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3 2016 BM*</td> <td>72.9 per cent</td> <td>46.9 per cent</td> <td>73</td> <td>48</td> </tr> <tr> <td>Year 3 Target</td> <td>≥ 80 per cent</td> <td>≥ 60 per cent</td> <td></td> <td></td> </tr> <tr> <td>Year 5 2016 BM*</td> <td>23.6 per cent</td> <td>35.5 per cent</td> <td>25</td> <td>37</td> </tr> <tr> <td>Year 5 Target</td> <td>≥ 50 per cent</td> <td>≥ 50 per cent</td> <td></td> <td></td> </tr> </tbody> </table> <p>* BM = Baseline measure</p> <p>Victorian Curriculum To ensure consistent learning growth of at least one year in all areas of the curriculum for all students.</p>				NAPLAN TARGETS – Students in the top two bands			2017	2017		Writing	Numeracy	Writing	Numeracy	Year 3 2016 BM*	72.9 per cent	46.9 per cent	73	48	Year 3 Target	≥ 80 per cent	≥ 60 per cent			Year 5 2016 BM*	23.6 per cent	35.5 per cent	25	37	Year 5 Target	≥ 50 per cent	≥ 50 per cent			<p>Staff Opinion To increase the staff opinion survey measures by the end of the Strategic Plan.</p> <table border="1"> <thead> <tr> <th colspan="4">STAFF OPINION SURVEY MEASURES</th> </tr> <tr> <th></th> <th>Target</th> <th>2015/6 BM*</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and viable curriculum</td> <td>≥ 90</td> <td>71.39</td> <td>73</td> </tr> <tr> <td>Academic emphasis</td> <td>≥ 90</td> <td>74.27</td> <td>76</td> </tr> </tbody> </table> <p>* BM = Baseline measure</p> <p>Student opinion To increase the student opinion survey measures relating to teaching and learning. In 2017 a new survey will be released and targets can be developed from the 2017 baseline</p>			STAFF OPINION SURVEY MEASURES					Target	2015/6 BM*	2017	Guaranteed and viable curriculum	≥ 90	71.39	73	Academic emphasis	≥ 90	74.27	76
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12 MONTH TARGETS		<p>This is the first year of our new Strategic Plan: To increase students in the top two bands of NAPLAN in Writing and Numeracy 2016 base line, to Year 3 Writing 73% and Numeracy 48%. Year 5 Writing 25% and Numeracy 37% in 2017 To ensure consistent learning growth of at least one year in all areas of the curriculum for all students. To increase the staff opinion survey measure in guaranteed and viable curriculum and Academic emphasis 2016 base line measure, to 73% and 76% in 2017 To increase the student opinion survey measures relating to teaching and learning base line to be developed in 2017</p>																																																				
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Build teacher capacity to implement consistent agreed school wide strategies in Literacy and Numeracy.	<ul style="list-style-type: none"> Develop a shared focus for improving writing across the school Develop a shared focus for improvement in student outcomes that show clear learning goals in Writing Audit the strategies and instructional model in Literacy, specifically the teaching of writing Establish formalized learning teams to review and develop their practice in Writing, Develop a Professional Learning schedule outlining moderation in Writing which is reflected in staff PDP's. 	Deb Michelle Andrew Michelle Andrew Andrew Andrew	Ongoing	6 months: <ul style="list-style-type: none"> Documented agreements focus for whole school approach writing in leadership minutes and in the curriculum and professional learning leaders portfolios and PDP's Planning documents and teaching reflects the agreed model in writing, which is reflected in PDP's and transferred into teaching Assessment and moderation of writing has been reviewed and agreed to by staff, and reflected in PDP's Team minutes reflect that teams are meeting regularly to plan, observe, assess and evaluate lessons, share what works, evaluate and document new approaches and collaboratively plan for further improvements. 	● ● ●	●																																																
				12 months: <ul style="list-style-type: none"> increased percentages of students above expected levels in writing and numeracy teacher judgments against the curriculum frameworks maintaining the percentage of students at or below the NMS at nil increasing the percentage of students achieving in the top two bands of NAPLAN in spelling, numeracy and grammar and punctuation. 	● ● ●																																																	



Build teacher and student capability in utilizing a range of assessment strategies identifying a student's point of need (PON), so as to effectively plan for and assess student learning	<ul style="list-style-type: none"> Establish the Data Literacy role to embed the Writing focus within the school Establish a Data Literacy and Assessment team to support the development of teacher capacity Team Leaders have participated in FISO group focused on Data Literacy and assessment and shared with their team Share PL information with Strategic Leadership Team and Professional Learning Leader and design PL for staff in data literacy and assessment Investigate and share research knowledge on differentiation and point of need teaching Classroom teachers develop unit/courses based on newly acquired knowledge on data literacy and assessment which is reflected in PDP's Sharing qualitative and quantitative assessment data to reflect and evaluate the success of student information to inform teaching practice 	Deb	Ongoing	6 months:	● ● ●			
		Jennie Andrew		<ul style="list-style-type: none"> Principal shares learning from FISO with school leadership and staff Commenced the rewriting of the assessment schedule to ensure the alignment of effective assessment in numeracy and literacy Commenced documentation assessment data in Sentral and other agreed class assessment documents are readily accessible Commenced the leadership and implementation of effective use of data to inform teaching practice PDP show teachers will have evaluated their current teaching practices in meeting the needs of all their students. All teachers have access to student assessment and wellbeing data before parent get to know you interviews for 2017 – handover information is completed by end of term 1 				
		Jennie		12 months:	● ● ●			
		Deb Michelle		<ul style="list-style-type: none"> Completed documentation assessment data in Sentral and other agreed class assessment documents are readily accessible The whole school assessment schedule has been reviewed and revised to ensure the alignment of effective assessment in numeracy and literacy Completed the leadership and implementation of effective use of data to inform teaching practice increased percentages of students above expected levels in all areas of the teacher judgements against the curriculum frameworks maintaining the percentage of students at or below the NMS at nil increasing the percentage of students achieving in the top two bands of NAPLAN in spelling, numeracy and grammar and punctuation Team and staff minutes reflect collection and evaluation of data to measure the effectiveness of classroom practice and students learning goal progress through the use of the continuum Review of data targets to determine progress 				
		Jennie Jane						



Section 2: Improvement Initiatives

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Increase the alignment in decision making and resourcing with the strategic intent / vision	<ul style="list-style-type: none"> allocation of equity funding to be in line with the teaching and learning goals of the school staff understand and have reviewed the school's values enabling them to enhance student connectedness to school establish clear roles and responsibilities for mid-level leaders with their role to embed improvement strategies and support the effectiveness of teams develop and review structural organization of the school leadership team to provide professional learning on strategic planning and practice 	Deb		<p>6 months:</p> <ul style="list-style-type: none"> the organisation of the school structure has been designed and in a trial stage all roles and responsibilities have been determined in consultation with staff and understood review of PDP process by strategic leadership team strategic leadership team have developed the process and assisted staff in shaping their PDP goals 	● ● ●																																																							
		Jane		<p>12 months:</p> <ul style="list-style-type: none"> equity funding has been spent on supporting teaching and learning roles and responsibilities have been allocated to meet the best needs of the school student opinion measures relating to school culture have been developed as baseline data. Staff opinion survey has shown increase and met 2017 target a structured hand over approach for the whole school has been developed and documented all staff have completed and received feedback on their PDP by the Strategic Leadership Team 	● ● ●																																																							
Develop the capabilities of leadership teams in using evidence	<ul style="list-style-type: none"> Analyse and interrogate data sets including the Panorama Report and NAPLAN data The Strategic Leadership Team will use data sets to inform and evaluate teachers practice, through the use of the FISO continuum to inform next areas of progress and is reflected in the Strategic Leadership Team and staff PDP's 	Deb		<ul style="list-style-type: none"> Established a shared understanding of Panorama Report and NAPLAN established a shared understanding of data sets for the school and the implication to improve our strategic plan data information completed and aligned practice with FISO continuum to 	● ● ●																																																							
		Deb		<p>12 months:</p> <ul style="list-style-type: none"> Strategic Leadership Team will have completed and received feedback on their PDP on the use of data sets, the FISO continuum and their practice student opinion measures relating to school culture have been developed as baseline data. Staff opinion survey has shown increase and met 2017 target in Leadership 	● ● ●																																																							



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	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:				

