Annual Implementation Plan: for Improving Student Outcomes

School name: Hillsmeade Primary School
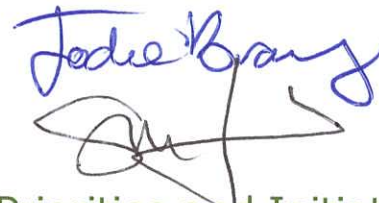
School number: 5482

Year: 2017

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Jodie Bray   27/03/2017

Senior Education Improvement Leader   Leonie Campbell   [date]

School council Stewart Johnson   27/03/2017

Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals
- All students to make one year's growth or more for one year's learning in English and Mathematics.   - To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.   - To improve student wellbeing.   - To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017 – 2020.

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:

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.

Writing – compare AusVELS data to NAPLAN (inconsistent data); opportunity for whole school to work with Deb Sukano; teachers not confident in assessing writing and the need to provide more moderation professional learning for teams.

Leadership teams (building capacity to prioritise Vision etc. – due to the new vision etc development I 2016 as part of our review).

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 (FISO: EXCELLENCE IN TEACHING & LEARNING)	**Continue to embed a whole school approach to instructional practice (writing and mathematics) and curriculum delivery.** **Enhance staff capacity to assess and moderate student work and analyse data to inform teaching & learning.** **Continue to utilise triad observations to support building teacher practice**
Building Leadership Teams (FISO: PROFESSIONAL LEADERSHIP)	**Engage a whole school community focus on positive relationships, building on the mission, vision, motto and values.** **Embed the school values into positive communication home and student achievement awards**

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	• **All students to make one year's growth or more for one year's learning in English and Mathematics.** • **To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.** • **To improve student wellbeing.** • **To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017 – 2020.**

IMPROVEMENT INITIATIVE	FISO Priority: Excellence in teaching and learning Initiative: Building Practice Excellence

STRATEGIC PLAN TARGETS	Growth as measured through:
	    o NAPLAN relative growth, and
	    o Standardized tests eg PAT or ON DEMAND and
	    o achievable outcomes in the Victorian Curriculum (Teacher Judgements), or
	    o Tests as per the school assessment schedule eg Maths online interview, Fountas and Pinnell, English Online, CARS, rubrics
	show at least one year's growth for one year's learning over the life of the Strategic plan.
		Attainment rates – NAPLAN over the life of the Strategic plan, are at least:
		
		| NAPLAN AREA
			Target

Year 3 Numeracy	25% top two bands
Year 3 Reading	40% top two bands
Year 3 Writing	40% top two bands
Year 5 Numeracy	25% top two bands
Year 5 Reading	40% top two bands

Year 5 Writing	40% top two bands		Increase from baseline data (2016) the percentage of students achieving 'B's, 'A's for each year level over the life of the SP in the following areas:
			    o English
			    o Mathematics.

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12 MONTH TARGETS	Writing – 12 months growth – NAPLAN RELATIVE AND VICTORIAN CURRICULUM Year 3 Writing 40% in the top two bands Year 5 Writing 40% in the top two bands Victorian Curriculum Teacher Judgements Semester 2 average of 15% across F-6 achieving A and / or B.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget Estimate	Budget 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] 12 months:	● ● ● ● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Enhance staff capacity to assess and moderate student work and analyse data to inform teaching & learning.	Moderation as assessment pieces. How do we triangulate writing assessments? Time for moderation. PLT time (2 hours) for teachers to analyse data & inform teaching. Maths moderation against Victorian Curriculum by using school based assessments eg. On demand testing.	Principal & AP Teaching & Learning	All year	6 months: AusVELS Semester 1 Writing data compared to Semester 1, 2016. All classroom teachers moderating writing assessment pieces to inform teacher judgments for Semester 1 reports. Benchmark against FISO Continua for School Improvement 'Building Practice Excellence'. 12 months: AusVELS Semester 2 Writing data compared to Semester 2, 2016. All classroom teacher moderating writing assessment pieces to inform teacher judgements to Semester 2 reports. Benchmark against FISO Continua for School Improvement 'Building Practice Excellence'.	● ● ● ● ● ●	6 months: Targets as based on 2016 end year data Writing Teacher Judgement Data. 12 months Targets as based on 2016 end year data Writing Teacher Judgement Data. NAPLAN incremental target increasing top two bands Year 3 and Year5 Writing Data. Progress in the FISO continua 'Building Practice Excellence'.		

Embed a whole school approach to instructional practice (writing & mathematics) and curriculum delivery.	PD with Deb Sukano Writing sessions using instructional model Writing planners to reflect the PL from Deb in relation to writers notebook and conferencing. Moderation professional learning Triad observations & feedback using components introduced through Writing professional learning.	Teaching and Learning AP PLT Leaders Literacy LT	All year	6 months: All classroom teachers observed using the Hillsmeade Instructional Model for teaching writing & mathematics. All classroom teachers receiving feedback from peers as to their observations of the Hillsmeade Instructional Model.	● ● ●	6 months: Improved consistency in teaching writing across P-2 and 3-6. 12 months: Staff Opinion Survey data growth in Collective efficacy and Collective responsibility *in 2016 in lowest 25% of Primary Schools).		
				12 months: All classroom teachers modelling the use of the Hillsmeade Instructional Model for teaching writing & mathematics. Staff Opinion Survey Data on Instructional Leadership and Intellectual stimulation.	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	- All students to make one year's growth or more for one year's learning in English and Mathematics. - To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community. **To improve student wellbeing.** - To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017 – 2020.
IMPROVEMENT INITIATIVE	FISO Priority: Professional Leadership Initiative: Vision, values & culture
STRATEGIC PLAN TARGETS	Attitudes to School Survey variables: Classroom behaviour, Student Morale and Student Distress show improvement from 2016 over the life of the Strategic Plan.
12 MONTH TARGETS	Improve the Attitudes to School Survey Data to see the Wellbeing components move into the third quartile.

Attitudes to School Survey Results, Percentile - Trend Analysis - 2014 to 2016 - Years 5-6
Hillsmeade Primary School (5482)

		Percentile		
Parent Factor Name	Factor Name	⊞ 2014	⊞ 2015	⊞ 2016
Wellbeing	Student Distress	14.0	58.9	39.7
	Student Morale	18.8	60.9	52.0

KEY IMPROVEMENT STRATEGIES	ACTIONS		WHO	WHEN	SUCCESS CRITERIA	MONITORING			Budget	
						Progress Status		Evidence of impact	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:	● ● ●				
Engage a whole school community focus on positive relationships, building on the mission, vision, motto and values.	PLT Leaders(x8) to undertake Bastow Leadership program for Middle Level Leaders – their project should focus on the KIS (vision etc.) Display vision and values throughout the school Unpack the vision and values with staff and reflect semester 2 Share vision and values with school community Include the values in positive communication with home Include values in student achievement awards		PLT leaders AP Welfare and wellbeing	During the year when offered by Bastow Semester 1 Meetings Each Assembly Newsletter each month Weekly positive contact home	6 months: All classrooms to have the vision and values on display Community members to be informed about the vision and values through school expo (info night), newsletter and positive communication home PLT leader projects to be discussed with staff	● ● ●		Attendance at the 'Getting to know Hillsmeade information expo'.		
					12 months: Student focus groups with SRC to discuss how the values are used, shared, lived within classrooms Parent survey to gain feedback about school values, vision and mission.	● ● ●		Increased attendance at Parent Teacher Interviews Increased Parents / Carers communicating with school via Sentral Parent Portal Parent Opinion Survey data growth in Approachability. TARGET: at or above 25th percentile. Staff Survey Data growth in Trust in students and parents. TARGET: at or above 70th percentile.		
					6 months:	● ● ●				
					12 months:	● ● ●				
					6 months:	● ● ●				
					12 months:	● ● ●				
					6 months:	● ● ●				
					12 months:	● ● ●				

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	**All students make at least one year's growth for one year's learning in English & Mathematics** **To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.** **To improve student wellbeing.** **To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017 – 2020.**		
OTHER IMPROVEMENT MODEL DIMENSIONS	FISO Priority: Community Engagement in Learning; Positive Climate for Learning.		

STRATEGIC PLAN TARGETS	Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables improves from baseline data in 2016 over the life of the Strategic Plan.
	
	Average days absent per student are 14 days or less over the life of the SP.
		Staff opinion survey – School climate module
		Over the life of the Strategic plan,
		   o Collective Efficacy
		   o Teacher Collaboration
		   o Collective focus on Student Learning
		   o Guaranteed and Viable Curriculum
		   o Shielding/buffering
		   o Academic emphasis
		to be at least at or above the baseline data (2015) endorsement. (Principal and teacher)
			Staff Opinion Survey – Leadership module
			Over the life of the Strategic plan, overall percent endorsement of all variables to be at least at or above baseline 2015 data compared to all primary schools.
			
			Parent Survey
			The school will implement other feedback mechanisms over the life of the SP.

12 MONTH TARGETS	**To improve the Student Attitudes to school survey data in the areas of Teaching and Learning: School connectedness into the 50th percentile.**		

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]		
				12 months:	● ● ●			
Build the capacity of teachers in teaching teams to provide a student centred, collaborative learning environment using authentic learning tasks.	Investigate how student led conferences are used in other schools, with the vision to include them in 2018. Audit the curriculum to investigate opportunities for learning through authentic tasks Investigate action research into how other schools utilise challenge based, project based learning to provide students choice and voice through integrated curriculum units.	PLT Leaders Teaching and Learning AP	All year	6 months: Completed curriculum audit Visited schools leading the way in student led conferences Visited schools leading the way in authentic learning	● ● ●			
				12 months: Developed timeline for implementation with staff for 2018 implementation of student led conferences Developed trial units integrating authentic learning opportunities for trial in 2018.	● ● ●	Staff survey data growth in Intellectual stimulation and Instructional Leadership. TARGET: at or above state.		
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

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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**	Yes	2 - Evolving	[**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	No	3 - Embedding	
	Evidence-based high impact teaching strategies	Select	3 - Embedding	
	Evaluating impact on learning	Select	3 - Embedding	
Professional leadership	**Building leadership teams**	Yes	2 - Evolving	
	Instructional and shared leadership	No	3 - Embedding	
	Strategic resource management	No	3 - Embedding	
	Vision, values and culture	Yes	1 - Emerging	
Positive climate for learning	**Empowering students and building school pride**	No	1 - Emerging	
	Setting expectations and promoting inclusion	No	3 - Embedding	
	Health and wellbeing	No	1 - Emerging	
	Intellectual engagement and self-awareness	No	1 - Emerging	
Community engagement in learning	**Building communities**	No	3 - Embedding	
	Global citizenship	No	3 - Embedding	
	Networks with schools, services and agencies	No	3 - Embedding	
	Parents and carers as partners	No	3 - Embedding	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps:

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