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

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| --- | --- |
| School name: Toolamba PS | Year: 2017 |
| School number: 1455 | Based on strategic plan: |
| Endorsement:  Principal Heather Kennedy 18/011/2017 | Senior Education Improvement Leader Scott Watson |
| School council Fiona Boyer | |

Section 1: The school’s Improvement Priorities and Initiatives

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| **School Strategic Plan goals** |  | **Improvement Priorities** | **Improvement Initiatives** | **✓** |
| * To continue to improve relative growth across Literacy and Numeracy from Foundation to Grade 6 * Improve student engagement with a particular focus on high quality instructional practice. * To continue the development of the cognitive, behavioural and emotional wellbeing of all students so they participate positively in all elements of school life and beyond |  | **Excellence in teaching and learning** | Building practice excellence | **D:\Users\01317671\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HVZ9L1L4\big-tick[1].jpg** |
|  | Curriculum planning and assessment |  |
|  | **Professional leadership** | Building leadership teams | **D:\Users\01317671\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HVZ9L1L4\big-tick[1].jpg** |
|  | **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:** | |
| **Building practice excellence** been selected as improvement initiative to drive our strategic goal of “improving relative growth across literacy and numeracy from Foundation to Grade 6.”Our target is to increase the percentage of students in the high growth area and decrease the number in the low growth area. Our data sets reflect that this is an area for future focus . Our school community places high value on building teaching capacity across the school. All activities are linked to improving student outcomes. We are aware that research has shown that collaborative approaches to teacher development, including peer to peer observation, shared teaching and learning program development are most effective in improving outcomes  **Building Leadership Teams** is our second Improvement Initiative. Like Elmore (2000) , we believe that leadership of schools is beyond the capacity of any one person and needs to be 'distributed' to incorporate the contours of expertise within a culture that provides coherence, guidance and direction for teaching, learning and instruction We believe a highly skilled staff with specialist knowledge of effective teaching methods, effective leadership, curriculum, assessment, data collection and analysis and community engagement is critical to improvement in learning outcomes for our students. We have a strong commitment to developing pedagogical knowledge and the skills of our teachers and curriculum leaders. We have a desire to relentlessly build staff capacity and empower emerging leaders to contribute their full potential to school improvement efforts. | |
| **Key improvement strategies (KIS)** | |
| **Improvement initiative:** | **Key improvement strategies (KIS)** |
| **Building Practice Excellence** | * Teaching teams meet regularly to plan, observe, assess and evaluate lessons, and share what works. * Develop a culture of high expectations for all by building excellence in teaching and learning. * Professional learning based around how to improve student learning with effectiveness measured through the impact on student outcomes over time. |
| **Building Leadership Teams** | * Leaders prioritise collaborative professional learning, including observation and feedback, which is designed to help teaching teams at all levels to develop high-impact teaching approaches. * Leaders create a culture of respectful relationships and valuing of learning time throughout the school community, with clear communication structures. |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | | **To continue to improve relative growth across Literacy and Numeracy from Foundation to Grade 6** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | Building Practice Excellence | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | **NAPLAN data shows that there is a decrease in the area of low growth and an increase in the area of high growth.**   |  |  |  |  | | --- | --- | --- | --- | | **Year** | **Low** | **Medium** | **High** | | **Numeracy 2015** | **15.38** | **69.23** | **15.38** | | **2019** | **<25** | **50** | **25** | | **Reading 2015** | **23.08** | **75** | **16.67** | | **2019** | **<25** | **50** | **25** | | **Writing 2015** | **8.33** | **75** | **16.67** | | **2019** | **<25** | **50** | **25** | | **Spelling 2015** | **38.8** | **46.15** | **15.38** | | **2019** | **<25** | **50** | **25** | | **Grammar & Punctuation 2015** | **38.46** | **46.15** | **15.38** | | **2019** | **<25** | **50** | **25** |   **NAPLAN data shows and increase/maintain in the % in the top three bands**   |  |  |  |  | | --- | --- | --- | --- | | **Domain** | **Year** | **2015** | **2019** | | **Reading** | **3** | **91.1** | **>90%** | | **Writing** | **3** | **94%** | **>90%** | | **Spelling** | **3** | **84.9%** | **>85%** | | **Grammar** | **3** | **90.9%** | **>90%** | | **Numeracy** | **3** | **87.9%** | **>85%** | | **Reading** | **5** | **53.3%** | **>65%** | | **Writing** | **5** | **53%** | **>65%** | | **Spelling** | **5** | **66.7%** | **>70%** | | **Grammar** | **5** | **60%** | **>65%** | | **Numeracy** | **5** | **60%** | **>65%** |   **Teacher Judgement data shows that the relative growth of at least 1 level from Semester 2 –Semester 2.**   |  |  |  |  | | --- | --- | --- | --- | | **Foundation to 1** | **Reading** | **Writing** | **Number** | | **2015** | **1.23** | **1.06** | **1.27** | | **2019** | **>1.25** | **.1.2** | **.1.3** | | **Grade 1to 2** | **Reading** | **Writing** | **Number** | | **2015** | **1.23** | **1.06** | **1.27** | | **2019** | **>1.25** | **>1.2** | **>1.3** | | **Grade 2 to 3** | **Reading** | **Writing** | **Number** | | **2015** | **1.13** | **1.05** | **1.22** | | **2019** | **>1.2** | **>1.15** | **>1.3** | | **Grade 3 to 4** | **Reading** | **Writing** | **Number** | | **2015** | **.94** | **.89** | **.72** | | **2019** | **>1.1** | **>1.1** | **>1** | | **Grade 4-5** | **Reading** | **Writing** | **Number** | | **2015** | **1.1** | **1.27** | **1.1** | | **2019** | **>1.2** | **>1.3** | **.1.2** | | **Grade 5 to 6** | **Reading** | **Writing** | **Number** | | **2015** | **1.18** | **.93** | **.93** | | **2019** | **1.2** | **>1** | **>1** | | | | | | | | |
| **12 MONTH TARGETS** | | **NAPLAN ‘Relative Growth’**   |  |  |  |  | | --- | --- | --- | --- | | **Year** | **Low** | **Medium** | **High** | | **Numeracy 2016** | **50** | **50** | **0** | | **2017** | **<25** | **>50** | **>20** | | **Reading 2016** | **12.5** | **50** | **37.5** | | **2017** | **<25** | **>50** | **>20** | | **Writing 2016** | **44.4** | **44.4** | **11.1** | | **2017** | **<15** | **>50** | **>25** | | **Spelling 2016** | **66.7** | **22.2** | **11.1** | | **2017** | **<25** | **>50** | **>20** | | **Gram & Punct 2016** | **44.4** | **44.4** | **11.1** | | **2017** | **<25** | **>50** | **>20** |   **NAPLAN % in top three bands**   |  |  |  |  | | --- | --- | --- | --- | | **Domain** | **Year** | **2016** | **2017** | | **Reading** | **3** | **92.3** | **>92%** | | **Writing** | **3** | **100%** | **>95%** | | **Spelling** | **3** | **84.9%** | **>85%** | | **Grammar** | **3** | **92.3%** | **>93%** | | **Numeracy** | **3** | **84.6%** | **>88%** | | **Reading** | **5** | **87.5%** | **>89%** | | **Writing** | **5** | **66.7%** | **>70%** | | **Spelling** | **5** | **22.2%** | **>50%** | | **Grammar** | **5** | **44.4%** | **>65%** | | **Numeracy** | **5** | **62.5%** | **>65%** |   **AusVels ‘gain’ between semesters**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **Reading** | **Writing** | **Number** | | **Foundation to 1** | **2016** | **1.1** | **1.1** | **1.19** | |  | **2017** | **>1.15** | **>1.15** | **>1.2** | | **Grade 1to 2** | **2016** | **.96** | **.91** | **1.09** | |  | **2017** | **>1** | **>1** | **>1.1** | | **Grade 2 to 3** | **2016** | **.54** | **.65** | **.5** | |  | **2017** | **>1** | **>1** | **>1** | | **Grade 3 to 4** | **2016** | **.92** | **.92** | **1.09** | |  | **2017** | **>1** | **>1** | **>1** | | **Grade 4-5** | **2016** | **1.39** | **1.06** | **.89** | |  | **2017** | **>1.2** | **>1.1** | **>1** | | **Grade 5 to 6** | **2016** | **1.17** | **.9** | **.8** | |  | **2017** | **>1.2** | **>1** | **>1** |   **Staff survey ratings (percentiles)**   |  |  |  | | --- | --- | --- | |  | **2016** | **2017** | | **School Level Support** | **90.83** | **>90.83** | | **Renewal of Knowledge and Skills** | **95.10** | **>95.10** | | **Application of Professional learning** | **94.12** | **>94** | | **Collective Participation** | **92.50** | **>92.50** | | **Active Participation** | **88.57** | **>89** | | **Coherence** | **94.38** | **>94.38** | | **Feedback** | **90.86** | **>90.86** | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Teaching teams meet regularly to plan, observe, assess and evaluate lessons, and share what works. | Teachers participate in weekly PLT sessions which have their basis in data.  Continue to use data to underpin teaching and learning decisions in the school.eg. pre-post testing  Continue to facilitate team planning sessions.  Refine student goal setting booklets aiming for consistency of practice across the school. Link Reading goals setting to Reading Conferences, Writing to cold writes and numeracy to pre testing results. | | All staff  All staff  All staff  All staff | Weekly  In line with assessment schedule  Weekly  Ongoing | ***6 months:*** Documentation of weekly PLT meetings  Pre testing documents are consistently used to inform planning and set individual learning goals.  Post testing results and data sets linked to the assessment schedule are used to measure teacher impact.  Teachers planning in teams on a weekly basis.  Planning documents reflect consistency of practice.  Goal setting booklets are observed as being working documents.-children are able to articulate their learning goals and their progress towards achieving them.  Teachers attend PL sessions linked to AIP priorities  Data sets show 6 months growth | **⚫ ⚫ ⚫** |  |  |  |
| ***12 months:*** Documentation of weekly PLT meetings  Pre testing documents are consistently used to inform planning and set individual learning goals.  Post testing results and data sets linked to the assessment schedule are used to measure teacher impact.  Teachers planning in teams on a weekly basis.  Planning documents reflect consistency of practice.  Goal setting booklets are observed as being working documents.-children are able to articulate their learning goals and their progress towards achieving them.  Teachers attend PL sessions linked to AIP priorities  Data sets show 12 months growth | **⚫ ⚫ ⚫** |  |  |  |
| Develop a culture of high expectations for all by building excellence in teaching and learning. | Budget for time to release staff for Classroom Observations, revert back to timetables sessions.  Teachers participate in one Peer Observation per term  Trial the use of videoing practice to drive school improvement.  Use coaching as a means of driving improvement across the school. | | Principal  All staff  Volunteers  Curric. Leaders | Term 1  Twice per term  Once per term  Fortnightly | ***6 months:*** Peer Observation booklets reflect teachers have participated in 2 sessions.  Videos are used in PLTs to demonstrate the use of high impact strategies  Curriculum leaders modelling and coaching in classrooms. | **⚫ ⚫ ⚫** |  |  |  |
| ***12 months:*** Peer Observation booklets reflect teachers have participated in 2 sessions.  Videos are used in PLTs to demonstrate the use of high impact strategies  Curriculum leaders modelling and coaching in classrooms. | **⚫ ⚫ ⚫** |  |  |  |
| Professional learning based around how to improve student learning with effectiveness measured through the impact on student outcomes over time. | Continue to build teacher capacity through targeted professional learning in line with Strategic Plan and AIP.  PLTs and coaching will be used as a means of developing staff capacity around professional practices that have ***the greatest impact on teaching and learning.***  Upload all data sets to SPA Platform to enable growth to be tracked.  . | | All staff  Principal  SSO | Weekly  Ongoing | ***6 months:*** Teachers attend PL sessions.  All teachers participate in the modelling and coaching sessions.  Documentation of agreed professional practices  SPA platform is uploaded with all relevant data sets.  Data sets demonstrate growth | **⚫ ⚫ ⚫** |  |  |  |
| ***12 months:*** Teachers attend PL sessions.  All teachers participate in the modelling and coaching sessions.  Documentation of agreed professional practices  SPA platform is uploaded with all relevant data sets.  Data sets demonstrate growth | **⚫ ⚫ ⚫** |  |  |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | | **Improve student engagement with a particular focus on high quality instructional practice.** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | Curriculum planning and assessment/ Building Leadership Teams | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | **Attitudes to School Survey to show an increase in School Connectedness, Stimulated Learning and Learning Confidence.**   |  |  |  | | --- | --- | --- | |  | **2016** | **2019** | | **Connectedness** | **20.4** | **>50** | | **Stimulating Learning** | **62.1** | **>65** | | **Learn Conf.** | **19.6** | **>50** |   **Parent Opinion Survey to show an increase in Connected to Peers, Student motivation, Social Skills and School Connectedness.**   |  |  |  | | --- | --- | --- | |  | **2016** | **2019** | | **Connected to Peers** | **60.8** | **>67** | | **Student Motivation** | **25.6** | **>50** | | **Social Skills** | **67.5** | **>69** | | **School Connectedness** | **18** | **>50** |   **Average student absence days (F-6) to be reduced**   |  |  |  | | --- | --- | --- | | **2014** | **2016** | **2019** | | **9.2** | **9.16** | **<9** | | | | | | | | |
| **12 MONTH TARGETS** | | **Attitude to school survey (student) - percentile**   |  |  |  | | --- | --- | --- | |  | 2016 | 2017 | | Connectedness | 27.1 | >40 | | Stimulating Learning | 29.8 | >40 | | Learn Confidence | 35.2 | >40 |     **Parent opinion survey - percentile**   |  |  |  | | --- | --- | --- | |  | 2016 | 2017 | | Connected to Peers | 88.2 | >89 | | Student Motivation | 68.3 | >69 | | Social Skills | 88.1 | >89 | | School Connectedness | 79.1 | >80 |   **Student – whole school - days absent (average)**   |  |  | | --- | --- | | **2016** | **2017** | | 10.2 | <10 | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Leaders prioritise collaborative professional learning, including observation and feedback, which is designed to help teaching teams at all levels to develop high-impact teaching approaches. | Curriculum leaders will be supported in their efforts to drive best practice across the school.  We will refine the implementation of our Gradual Release of Responsibility Methodology School wide.  Participate in the UMNOS16 Program to drive improvement in Reading  Participate in the PLC Program to build leadership capacity to drive improvement in Numeracy. | | Curric. Leaders | Ongoing | ***6 months:*** Agreed UMNOS implementation plan implemented.  Increased percentage of students showing 6 months growth in reading.  Increased percentage of students showing 6 months growth in Numeracy | **⚫ ⚫ ⚫** |  |  |  |
| ***12 months:*** Increased percentage of students showing one years growth in reading.  Increased percentage of students showing one years growth in Numeracy | **⚫ ⚫ ⚫** |  |  |  |
| Review the curriculum so that it includes programs and activities that will further engage students in their learning | Implementation of the Primary Connections Science Program  Build a Science component into Integrated Studies units.  Continue to develop the Kitchen Garden program | | All staff | Ongoing | ***6 months:*** Planning documents reflect a Science component in all  Increase in Attitudes to School in engagement  Weekly kitchen garden sessions timetabled |  |  |  |  |
| ***12 months:*** Planning documents reflect a Science component in all  Increase in Attitudes to School in engagement  Weekly kitchen garden sessions timetabled |  |  |  |  |

Section 3: Other Improvement Model Dimensions

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| **STRATEGIC PLAN GOALS** | | To continue the development of the cognitive, behavioral and emotional wellbeing of all students so they participate positively in all elements of school life and beyond. | | | | | | | |
| **OTHER IMPROVEMENT MODEL DIMENSIONS** | | Professional learning teams-/professional learning based around how to improve student learning with effectiveness measured through the impact on student outcomes over time | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | Attitudes to School Survey to show an increase in Student Safety, Student Morale, Classroom Behaviour and Student Distress.   |  |  |  | | --- | --- | --- | |  | 2016 | 2019 | | Safety | 4.43 | >4.5 | | Morale | 5.21 | >6.4 | | Behaviour | 3.25 | >4.0 | | Distress | 5.83 | >6.5 |   Administer Whole school Survey to measures student safety, connectedness to peers and student morale and will benchmark in 2017 with the intention of improving the survey outcomes in 2019.  Parent Opinion Survey to show an increase in Response Rate, Parent Input, Behaviour Management, Student Safety and Approachability.   |  |  |  | | --- | --- | --- | |  | 2016 | 2019 | | Response | 60% | >75% | | Input | 5.90 | >6.0 | | Behaviour Management | 4.69 | >6.0 | | Safety | 5.63 | >6.0 | | Approachability | 6.14 | >6.3 |   Staff opinion Survey shows a positive trend in the area of Professional learning.   |  |  |  | | --- | --- | --- | |  | **2016** | **2019** | | School Level Support | 77.02 | >80 | | Renewal of Knowledge and Skills | 84.36 | >85 | | Application of Professional learning | 83.32 | >85 | | Collective Participation | 80.69 | >85 | | Active Participation | 76.13 | >80 | | Coherence | 82.02 | >85 | | Feedback | 73.15 | >80 | | | | | | | | |
| **12 MONTH TARGETS** | | **Attitude to school survey (students)**   |  |  |  | | --- | --- | --- | |  | 2016 | 2017 | | Safety | 4.48 | >4.5 | | Morale | 5.59 | >6 | | Behaviour | 3.61 | >4.0 | | Distress | 6.06 | >6.5 |   **Parent opinion survey**   |  |  |  | | --- | --- | --- | |  | 2016 | 2017 | | Response | 70.5% | >75% | | Input | 64.3 | >68 | | Behaviour Management | 82.9 | >85 | | Safety | 83.2 | >85 | | Approachability | 75 | >78 | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Investigate and implement a whole school approach to promoting wellbeing and positive behaviour linked to our school values. | To revisit Whole School Assembly and use this as a means to show case student learning and student voice.  Unpack school values to further embed the culture of striving for excellence.  Investigate the Mindfulness  Continue weekly delivery of Wilson McCaskill-develop a common language across the school | | All staff  All staff  Maria | Term 1  Term 1  Term 1 | ***6 months:*** Greater student participation in assemblies.  Classroom displays illustrate the unpacking of school values  All staff to participate in Mindfulness PL session.  Observations illustrate consistent language is used across the school. | **⚫ ⚫ ⚫** |  |  |  |
| ***12 months:*** Greater student participation in assemblies.  Classroom displays illustrate the unpacking of school values  All staff have participated in Mindfulness PL session.  Observations illustrate consistent language is used across the school. | **⚫ ⚫ ⚫** |  |  |  |

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