

# Annual Implementation Plan: for Improving Student Outcomes

School name: SPECIMEN HILL PRIMARY SCHOOL

Year: 2017

School number: 1316

Based on strategic plan: 2016-19

Endorsement:

Principal Elizabeth Craig [date]

Senior Education Improvement Leader Amanda Hubber [date]

School council Hayley Davis [date]

## 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	✓	
		Building practice excellence		
		Curriculum planning and assessment		
		<b>Professional leadership</b>	Building leadership teams	
			Empowering students and building school pride	
			Setting expectations and promoting inclusion	
		<b>Community engagement in learning</b>	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.

- To enhance the inquiry based Integrated Units focusing on personalised learning for all students. School data indicates that the students in the top 2 bands of NAPLAN need to be continually challenged and extended. This will also assist students who require modified programs (challenging behaviours, PSD-(ID), extremely low achieving students) to engage more readily into learning. As indicated in the Attitudes to School survey areas for improvement; to improve teacher effectiveness, Student Safety, Classroom Behaviour, School connectedness and Learning Confidence.
- Continue to develop teacher trust in students taking ownership of their own learning. –(ATS)Classroom Behaviour, Stimulating Learning, Learning Confidence, Classroom Behaviour. (SOS)-Trust in students and Parents.
- To develop a rubric/maturity matrix that illustrates high level teaching which will promote reflection of teacher practice. (SOS)Collective Efficacy, Trust in Students and Parents, Teacher collaboration.

**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)
To enhance the inquiry based Integrated Units	<ul style="list-style-type: none"> <li>• Training in inquiry based learning</li> <li>• Training in Victorian Curriculum to align pedagogy, documentation and practice.</li> </ul>

<p>across the school enabling more personalised learning for all students.</p>	<ul style="list-style-type: none"> <li>• Further training/development in ICT to complement an integrated approach.</li> <li>• To build teacher capacity in the area of creative and critical thinking.</li> <li>• To plan for more authentic experiences in T&amp;L.</li> <li>• Training for staff on disability, trauma and the effects on behaviour and learning. Eg Understanding Poverty PD</li> </ul>
<p>Continue to develop teachers to trust students to take ownership of their own learning.</p>	<ul style="list-style-type: none"> <li>• Regular goal-setting as common practice.</li> <li>• Students taking more ownership for the development, learning, reviewing and achievement of their goals.</li> <li>• Rubrics for students to assist with their planning and achievement.</li> <li>• More rich, collaborative and independent student projects.</li> <li>• Planners to reflect personalised learning.</li> <li>• Learning Teams planning and working together and individual strengths accommodated in a more strategic manner.</li> </ul>
<p>To develop a rubric/maturity matrix that indicates high level teaching which will promote reflection of teacher practice.</p>	<ul style="list-style-type: none"> <li>• Coaching in Numeracy and Literacy across the school.</li> <li>• Peer coaching occurring</li> <li>• All staff to develop the rubric together and have collective ownership.</li> <li>• PDPs may have aspects linked to the rubric.</li> <li>• Used as a self reflection tool and achievement tool.</li> </ul>

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# 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.

<b>STRATEGIC PLAN GOALS</b>	Over the next 4 years staff capacity will cater for independent and curious learners in an improved capacity. This will be achieved through the facilitation of improved teaching and curriculum planning resulting in improved student outcomes.																																																																																																						
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<b>STRATEGIC PLAN TARGETS</b>	<p>By the end of 2018, the percentage of students achieving below &amp; above the expected level in Teacher Judgements</p> <p>By the end of 2018, the NAPLAN Relative Growth will be:</p> <table border="1" data-bbox="528 632 988 1241"> <thead> <tr> <th colspan="5">Teacher Judgements:</th> </tr> <tr> <th colspan="5">% students below and above expected level</th> </tr> <tr> <th></th> <th colspan="2">Below</th> <th colspan="2">Above</th> </tr> <tr> <th>Mode</th> <th>2015</th> <th>2018</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>R and V</td> <td>8.7</td> <td>5.0</td> <td>51.6</td> <td>55.0</td> </tr> <tr> <td>S and L</td> <td>3.6</td> <td>3.0</td> <td>32.3</td> <td>40.0</td> </tr> <tr> <td>Writing</td> <td>11.2</td> <td>10.0</td> <td>26.4</td> <td>30.0</td> </tr> <tr> <td>M and G</td> <td>6.1</td> <td>5.0</td> <td>22.3</td> <td>30.0</td> </tr> <tr> <td>N and A</td> <td>7.3</td> <td>5.0</td> <td>34.3</td> <td>40.0</td> </tr> <tr> <td>S and P</td> <td>5.8</td> <td>5.0</td> <td>18.8</td> <td>25.0</td> </tr> </tbody> </table> <table border="1" data-bbox="1151 600 1611 1150"> <thead> <tr> <th colspan="5">NAPLAN</th> </tr> <tr> <th colspan="5">% students below and above expected level</th> </tr> <tr> <th></th> <th colspan="2">Below</th> <th colspan="2">Above</th> </tr> <tr> <th>Mode</th> <th>2015</th> <th>2018</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32.0</td> <td>8.0</td> <td>28.0</td> <td>35.0</td> </tr> <tr> <td>Spelling</td> <td>4.2</td> <td>5.0</td> <td>25.0</td> <td>35.0</td> </tr> <tr> <td>Writing</td> <td>26.1</td> <td>20.0</td> <td>26.1</td> <td>30.0</td> </tr> <tr> <td>G and P</td> <td>33.3</td> <td>15.0</td> <td>25.0</td> <td>35.0</td> </tr> <tr> <td>Numeracy</td> <td>16.0</td> <td>12.0</td> <td>28.0</td> <td>35.0</td> </tr> </tbody> </table>								Teacher Judgements:					% students below and above expected level						Below		Above		Mode	2015	2018	2015	2018	R and V	8.7	5.0	51.6	55.0	S and L	3.6	3.0	32.3	40.0	Writing	11.2	10.0	26.4	30.0	M and G	6.1	5.0	22.3	30.0	N and A	7.3	5.0	34.3	40.0	S and P	5.8	5.0	18.8	25.0	NAPLAN					% students below and above expected level						Below		Above		Mode	2015	2018	2015	2018	Reading	32.0	8.0	28.0	35.0	Spelling	4.2	5.0	25.0	35.0	Writing	26.1	20.0	26.1	30.0	G and P	33.3	15.0	25.0	35.0	Numeracy	16.0	12.0	28.0	35.0
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## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>	Over the next 4 years teachers will improve their capacity to plan and implement a more student centred program encompassing personalised/modified programs catering for the diversity of the school community.									
<b>IMPROVEMENT INITIATIVE</b>	<b>Excellence in Teaching and Learning- Building Practice Excellence, Curriculum Planning and Assessment. Positive Climate for Learning- Setting Expectations and Promoting Inclusion.</b>									
<b>STRATEGIC PLAN TARGETS</b>	By the end of 2018 the mean factor scores will be:				By the end of 2018 Student Absences will have decreased as outlined below:					
ATTITUDES TO SCHOOL SURVEY & PARENT OPINION SURVEY		STUDENT ABSENCES								
	Attitude to School		Parent Opinion Survey		Year Level	2015	2016			
Mode	2015	2018	2015	2018	P-6	13.7 2	12.0			
School Connect	4.48	4.50	46.0	60.0						
Stimulated Learning	4.29	4.40	56.5	68.0						
Student Motivation	4.53	4.70	64.0	67.0						
<b>12 MONTH TARGETS</b>	[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]									
						<b>MONITORING</b>			<b>Budget</b>	
						6 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
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						12 months:	● ● ●			

## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	Over the next 4 years the school's philosophy, policies in all planning, teaching and resources. This will enable all students to work to their potential. Policies and practice will reflect the diversity of the community which will be reflected																																					
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<b>Excellence in Teaching and Learning- Building Practice Excellence, Curriculum Planning and Assessment Community Engagement in Learning- Building Communities.</b>																																					
<b>STRATEGIC PLAN TARGETS</b>	By the end of 2018 the results from the Attitudes to Schools Survey and Parent Opinion Survey will be: <table border="1" data-bbox="528 394 1166 835"> <thead> <tr> <th colspan="5">ATTITUDES TO SCHOOL &amp; PARENT OPINION SURVEY</th> </tr> <tr> <th></th> <th colspan="2">Attitude to School</th> <th colspan="2">Parent Opinion Survey</th> </tr> <tr> <th>Mode</th> <th>2015</th> <th>2018</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Connectedness to Peers</td> <td>4.38</td> <td>4.80</td> <td>47.6</td> <td>55.0</td> </tr> <tr> <td>Student Safety</td> <td>4.66</td> <td>4.90</td> <td>31.6</td> <td>40.0</td> </tr> <tr> <td>Classroom Behaviour</td> <td>3.54</td> <td>4.50</td> <td>34.9</td> <td>55.0</td> </tr> </tbody> </table>								ATTITUDES TO SCHOOL & PARENT OPINION SURVEY						Attitude to School		Parent Opinion Survey		Mode	2015	2018	2015	2018	Connectedness to Peers	4.38	4.80	47.6	55.0	Student Safety	4.66	4.90	31.6	40.0	Classroom Behaviour	3.54	4.50	34.9	55.0
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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
	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				