

Annual Implementation Plan: for Improving Student Outcomes

School name: Natimuk Primary School

Year: 2017

School number: 1548

Based on strategic plan: 2015 - 2018

Endorsement:

Principal **Ingrid Clarkson** 16/3/2017

Senior Education Improvement Leader **Jo Day** 21/2/2017

School council **Brian Klowss** 16/3/2017

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
<p>Achievement:</p> <ul style="list-style-type: none"> Embed the E5 instructional model Make learning visible for students (ref. Hattie), Integrate ICT to leverage learning. Expand teachers' repertoire of effective practice (e.g. use of concrete materials, problem-solving techniques) Continue to implement the Mathematics Scope and Continuum (Sequence). Develop a whole-school approach to learning and teaching in Writing. <p>Engagement:</p> <ul style="list-style-type: none"> Develop the approach to inquiry learning/integrated studies – unit design, teaching and learning model, structures and timetabling. Engage boys in their learning Review the findings of the Boys Education Lighthouse School Project – Success for Boys Program may be useful (i.e., learning characterized as active, engagement with ICT, higher order learning). Strengthen student voice in their learning. Continue to implement strategies to increase student attendance. <p>Wellbeing:</p> <ul style="list-style-type: none"> Embed the You Can Do It values program into the curriculum on a weekly basis <p>Productivity:</p> <ul style="list-style-type: none"> Continue to allocate significant resources to professional learning to build capacity and establish whole-school approaches. Prioritize workforce planning to respond to potential changes in enrolment levels Prioritize workforce planning to respond to curriculum provision to cater for changes in staffing Continue to seek active engagement with school network opportunities for professional learning and curriculum provision. Review the timetable to increase time for mathematics/numeracy and to restructure the inquiry/investigative play/ integrated studies afternoons. Develop an ICT plan, that includes use of the Polycom.

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.

- Expand teachers' repertoire of effective practice (e.g. use of concrete materials, problem-solving techniques)
- Develop a whole-school approach to learning and teaching in Writing.
- Prioritize workforce planning to respond to curriculum provision to cater for changes in staffing
- Continue to seek active engagement with school network opportunities for professional learning and curriculum provision.

This year's NAPLAN results in writing show that there has not been sufficient growth in writing from Year 3 to Year 5. In year 3 students were predominantly in Band 5 (out of 6) but in Year 5 they were predominantly in Band 6 (out of 8) which is below their Year 3 level. It is the only area where both year levels have no students in the top band.

The school needs to address how each teacher delivers the writing lesson, the language that is used across the school and are we teaching the structures and features explicitly. We also need to look at the transition of the writing program between each class and the amount of time given to writing during the literacy block and over the week. An audit of time spent on writing may assist us to determine how much time is given to writing during a week.

Teachers are still developing the delivery of mathematics and introducing weekly blocks where they teach the same concept. We have a cohort who are struggling in Mathematics and their results will show up on next year's NAPLAN results.

We are currently meeting our goal to have 90% of year 3 and year 5 students, deemed capable, working above the national minimum standard in **Writing** each year from 2015 to 2017.

We have 60% achieving medium growth and 40% achieving low growth but none in high growth for writing.

Parent Satisfaction for 2016 dropped to 5.85 which could have been a result of one staff member leaving the school at the start of the year forcing us to change the make-up of the classes. Even though we tried to rectify the staffing issue we were unsatisfactory in making an appointment this year.

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)
Excellence in teaching and learning: Building practice excellence	<p>Build teacher capacity for contemporary and effective practice in Literacy but especially in Numeracy through Professional Development and teacher sharing</p> <p>Use available moderation writing samples to make judgements about students' work</p> <p>Implement peer observations</p>
Professional Leadership: Strategic Resource Management	<p>Continue to make appropriate and effective staffing decisions</p>



Framework for Improving Student Outcomes

Published: February 2016



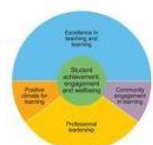
Section 2: Improvement Initiatives

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		<ul style="list-style-type: none"> Expand teachers' repertoire of effective practice (e.g. use of concrete materials, problem-solving techniques) Develop a whole-school approach to learning and teaching in Writing. Continue to seek active engagement with school network opportunities for professional learning and curriculum provision. 						
IMPROVEMENT INITIATIVE		Excellence in teaching and learning: Building Practice Excellence						
STRATEGIC PLAN TARGETS		To have 90% of year 3 and year 5 students, deemed capable, working above the national minimum standard in Writing each year from 2015 to 2017.						
12 MONTH TARGETS		To have 90% of year 3 and year 5 students, deemed capable, working above the national minimum standard in Writing each year from 2015 to 2017.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build teacher capacity for contemporary and effective practice in Literacy but especially in Numeracy through Professional Development and teacher sharing	Staff will attend a 2 day literacy workshop with Carmel Small in March	All Staff	March 22 and 23	6 months: • All staff attended the Professional Development	● ● ●		\$408	
				12 months: • Evidence of Professional Development in curriculum planning, work plans and in class environment • To maintain or improve the % of students above the National Benchmark Standards in NAPLAN writing as an endorsement for Professional Learning: • (Renewal of knowledge and skills and Feedback) not sure what to do with this one	● ● ●			
	Staff will workshop during staff meetings	All Staff	Fortnightly	6 months: • Regular meetings held to discuss writing and work samples	● ● ●			
				12 months: • Whole school approach to writing documented	● ● ●			
	Data will be reviewed regularly	All Staff	Each term	6 months: • Data will be collected via samples of work and moderation	● ● ●			
				12 months: • Staff teaching plans adjusted to reflect differentiation of teaching according to student data • Student writing results show medium to high growth	● ● ●			
	Student writing assessments will use rubrics/checklists	All staff		6 months: • Rubrics/checklists developed	● ● ●			
				12 months: • All writing tasks use rubrics/checklists				
Use available moderation writing samples to make judgements about students' work	Moderating of writing will take place no less than 2 times per year with other rural and like schools in our area based on narrative texts.	All staff	Term 1 and 4 and more often if requested or required	6 months: • Students will produce a writing piece of selected genre which will be reviewed and moderated by teachers of rural schools of like size.	● ● ●			



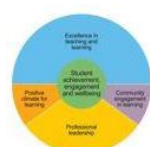
				12 months: <ul style="list-style-type: none"> Students will produce a writing piece of selected genre which will be reviewed and moderated by teachers of rural schools of like size. 	● ● ●			
	Staff will investigate other programs used to develop student writing such as VCOP (vocabulary, connectives, openers and punctuation)	All Staff	Fortnightly	6 months: <ul style="list-style-type: none"> Writing programs investigated Approach Horsham West about their PD with VCOP 	● ● ●			
				12 months: <ul style="list-style-type: none"> Whole school approach to writing agreed and implemented 	● ● ●			
Implement peer observations	Video cameras will be purchased by our small schools. Teachers will video their lessons which will then be analysed via Polycom.			6 months: <ul style="list-style-type: none"> At least one video completed Proforma for feedback on videos developed Staff PDPs include goal for peer observations 	● ● ●			
				12 months: <ul style="list-style-type: none"> Staff analyse video feedback and written documentation for improvement over time.. 	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Prioritize workforce planning to respond to curriculum provision to cater for changes in staffing Continue to seek active engagement with school network opportunities for professional learning and curriculum provision. 						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Professional Leadership: Strategic Resource Management 						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> To monitor Parent Satisfaction on the Parent Opinion Survey – 2014 – 5.88, 2015 – 5.86, 2016 – 5.85 						
12 MONTH TARGETS		<ul style="list-style-type: none"> To improve Parent Satisfaction to 5.90 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Monitor workforce plan to ensure sufficient staff are employed to provide appropriate curriculum	Review curriculum delivery and ensure students have access to all Victorian Curriculum areas	Principal	End of 2016 and start of 2017	6 months: <ul style="list-style-type: none"> Staff available to deliver all areas of Victorian Curriculum 	● ● ●			
				12 months: <ul style="list-style-type: none"> Staff available to deliver all areas of Victorian Curriculum Staffing budget remains in credit to allow for flexible employment options 	● ● ●			
Monitor student data in light of - class sizes, differentiating the curriculum to allow for students to advance	Review assessment data PAT, On Demand, Teacher judgements, NAPLAN, Literacy/Numeracy online interviews, to ensure students are receiving appropriate support.	Principal All Staff	Start, Middle and End of Year	6 months: <ul style="list-style-type: none"> Staff have conducted all assessments as per Assessment Schedule Equity funding used to provide intervention support for identified students 	● ● ●			
				12 months: <ul style="list-style-type: none"> Staff have conducted all assessments as per Assessment Schedule Equity funding used to provide intervention support for identified students Final Assessments conducted and trends and patterns of growth for students determined 	● ● ●			

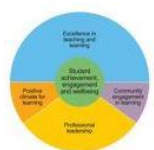
I have a third – revisiting Chapter 1 in HRS – safe and collaborative culture. Do you want me to add it



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Embed the You Can Do It Values program into the curriculum on a weekly basis						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning Setting expectations and promoting inclusion						
STRATEGIC PLAN TARGETS		To improve Student Safety in the Attitude to Schools Survey to average 3.50 for 2015,2016 and 2017 To improve Student Safety in the Parent Opinion Survey to an average of 6i for 2015,2016 and 2017						
12 MONTH TARGETS		<ul style="list-style-type: none"> Build positive relationships between staff and staff, staff and students, staff and parents and students and students Encourage more dialogue and communication between staff 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To provide staff with professional development to build positive relationships	Seek out possible PD opportunities Revisit Marzano –Chapter 1 – Safe and Collaborative Culture. Provide staff with professional reading.	Principal All staff	Over the course of the year	6 months: <ul style="list-style-type: none"> PD has been found and arrangements made for staff to attend or have inhouse. Introduced Chapter 1 to staff and have conducted a staff, parent and student survey. Identified leading indicators. 	● ● ●			
				12 months: <ul style="list-style-type: none"> Staff have attended some PD surveys conducted again and compared to initial surveys. 	● ● ●			





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. For all other initiatives and dimensions, please consult the <i>Focus question and data matrix</i> (link) for suggested enquiry based questions and data sets to be used for investigation.]
	Curriculum planning and assessment	Yes	2 - Evolving	
	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]				
Next Steps:				

