

Annual Implementation Plan: for Improving Student Outcomes

School name: **St Leonards Primary School**

Year: **2017**

School number: **0866**

Based on strategic plan: **2014-2017**

Endorsement:

Principal **Jenny Cowburn**

Senior Education Improvement Leader **Alan Davis** [date]

School council [name] [date]

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
Student achievement in Literacy and Numeracy is optimized for each student.
Students will have high levels of engagement in their learning and connectedness with their peers, their teachers, their school and community.
Students will experience a school culture of positive learning in a safe and inclusive environment.
To monitor, maintain and manage resources to ensure the long term sustainability of the school.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	<input type="checkbox"/>
	Curriculum planning and assessment	<input type="checkbox"/>
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.

1. There is an agreed instructional model (Hatties big 4). It is interpreted quite differently across teachers/classrooms. Classroom instructional practice varies greatly. Most teachers have a very teacher directed rather than student centred approach. There is not a document that identifies what excellent teaching is at SLPS. Elements of inquiry that are understood and clearly agreed upon need to be embedded in the instructional model eg questioning, feedback, collaboration, research, thinking, understanding, self- management, accountability. PLC Pilot in 2016 showed that we are at evolving/ emerging on the PLC Maturity Matrix. Lesson study cycle was trialled in 2016 and peer observation was identified as a PLC priority.
2. The school has had an intense focus on literacy and numeracy and in these areas planning, assessment and teaching are embedded in practice and accountability. Literacy and numeracy results are generally at or above expected levels. Curriculum documentation is very content driven and is not clearly linked to learning areas and capabilities.
3. There is no data management system that enables teachers to readily access and use data as a team. This has been identified as a priority if the school is to move further on the PLC Maturity Matrix

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	To develop and implement a whole school instructional framework that supports the personal learning needs of all students. <ul style="list-style-type: none"> • Implement PLC framework • All teachers will work as a PLC to develop a consistent instructional framework with an inquiry learning focus • To develop the peer observation programs to improve teacher practice • To develop an understanding of Inquiry Learning
Excellence in teaching and learning Curriculum planning and assessment	Develop and document a scope and sequence for Integrated Learning. <ul style="list-style-type: none"> • To review and assess curriculum documentation and planning so that it is updated to The Victorian Curriculum and linked to learning areas and capabilities • To understand, implement and develop common assessment tasks for integrated learning areas and capabilities • To moderate and assess student work to ensure consistent practices across the school <p><i>(needs to be rigorous, purposeful and indicate authentic learning)</i></p>



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		Student achievement in Literacy and Numeracy is optimized for each student.						
IMPROVEMENT INITIATIVE		Excellence in teaching and learning Building practice excellence						
STRATEGIC PLAN TARGETS		Each year level will achieve an average of at least one year's growth in one year in reading, writing and number. High performing students will achieve more than expected growth each year.						
12 MONTH TARGETS		Students make at least 12 months learning growth in PAT Maths and PAT Reading Comprehension						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Estimate	YTD							
To Implement a whole school Professional Learning Community framework	Evaluate & Diagnose Discuss and document: 1. PLC Framework for SLPS including whole school PLC, pairs/teams/ roles and responsibilities 2. Meeting/ time allocation, structure and protocols 3. Term/year PLC overview	Sam Leanne (ILs) Jenny (Principal)	Feb	6 months: PLC framework and plan for 2017 documented SLPS Excellence in Teaching Rubric presented to staff Staff identify where they are on rubric and link to PDP Every students has goals documented in their Learning Folio	● ● ●		\$35,000 teacher release 2 days per week	
				12 months: PDPs show staff have moved along the excellence in teaching rubric Students are able to articulate their learning at learning conferences.	● ● ●			
All teachers will work as a PLC to develop a consistent instructional framework with an inquiry learning focus	Prioritise & set goals Professional reading and discussion based on Kath Murdock – Power of Inquiry book Assess current instructional model and identify areas for improvement and focus as a PLC	Jenny and all teachers (SLPS PLC)	November	6 months: Staff identify focus areas to work on as PLC pairs and whole team PLC minutes reflect learning and implementing of strategies in teacher practice	● ● ●		\$580 book purchase	
				12 months: Whole school agreed instructional model and supporting strategies documented.	● ● ●			
Develop the lesson study program to improve teacher practice	Develop & Plan 1. Review Lesson Study feedback from 2016 2. Improve lesson study model to suit SLPS, document and trial in first cycle 3. Use the inquiry cycle to improve and evaluate the lesson study program with a focus on teacher practice 4. Visits to schools who showcase inquiry learning ((PYP?))	Sam Leanne (ILs) Jenny (Principal)	End term 2	6 months: PD sessions on Peer Observation Through a Strength Lens completed Lesson study cycle with a specific inquiry focus completed	● ● ●		\$700 PD	
				12 months: Lesson study cycle reviewed and evaluated At least 1 visit to other school (relevant to PDP focus) is completed by all teachers	● ● ●			
	Implement and Monitor PLC schedule is continuously evaluated and reviewed by ILs and Principal	Sam Leanne (ILs) Jenny (Principal)	ongoing	6 months:	● ● ●			
				12 months: Instructional Model Framework for SLPS is upheld by all teachers as evidenced in practice, planning and assessment PLC maturity matrix shows SLPS is embedding in building practice excellence	● ● ●			



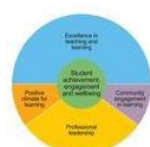
Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Students will have high levels of engagement in their learning and connectedness with their peers, their teachers, their school and community.								
IMPROVEMENT INITIATIVE	Excellence in teaching and learning Curriculum planning and assessment								
STRATEGIC PLAN TARGETS	Improvement in means on POS in School Connectedness from 5.66 to 5.8 and Connectedness to Peers 5.74 to 5.9. (? relevance as this is already high) At each year level, student absences will be equal to or below the State Mean.								
12 MONTH TARGETS	Improvement in the Student Attitudes to School Survey so that Learning Confidence is above the state average.								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
To review and assess curriculum documentation and planning so that it is aligned to The Victorian Curriculum and linked to learning areas and capabilities	Evaluate & Diagnose 1. PLCs evaluate current curriculum documentation and assessment 2. Use DET template to create curriculum overview for each year level	Monique and Mel	term 1	6 months: Curriculum Leaders appointed Vic Curric overview for each level documented	● ● ●				
			term 2	12 months: Capabilities are incorporated in overview documents Consistent Curriculum plans and common assessment tasks are in place across the school	● ● ●				
To understand, implement and develop common assessment tasks for integrated learning areas and capabilities	Prioritise & set goals Learning to Learn Focus across the school shows clear connections in classroom practice and assessment, connection to Vic Curric learning areas and key capabilities Investigate and link to capabilities to learning areas with <i>Develop, Practise, Deploy and Demonstrate status</i> for capabilities of Critical and Creative Thinking and Personal and Social Development	all teachers in PLC pairs Monique and Mel PLC pairs	term 1	6 months: Learning to Learn Unit is documented with Vic Curric learning areas and common assessment tasks P-6	● ● ●				
				12 months: Integrated learning units are specifically linked to capabilities Assessment of Critical and Creative Thinking and Personal and Social Development is completed for all students.	● ● ●				
To moderate and assess student work to ensure consistent practices across the school	Develop & Plan 1. Moderate student work and assessments against Vic Curric levels for specific learning areas and capabilities 2. Accelerus Data Tracking module training for 4 staff who then teach others in PLC time 3. Common assessment tasks and tests provide data to inform consistent Vic Curric teacher judgements	PLC Sue O PLC pairs	Nov	6 months: Teachers have completed PD session on Accelerus Data Tracking 2 sessions of Writing moderation completed and set benchmarks of Vic Curric levels are used to inform reporting in June	● ● ●				
				12 months: Data tracking has relevant assessments entered and shows 12 months learning growth for every student. PLC maturity matrix shows SLPS is embedding in curriculum planning and assessment	● ● ●	Students make at least 12 months learning growth in PAT Maths and PAT Reading Comprehension	\$450 Data tracking		
	Implement and Monitor 1. Integrated learning units across the school are inquiry based, balanced across learning areas and key capabilities and have agreed common assessment tasks 2. STEAM Inquiry teacher to take lessons for every student weekly			6 months: Overview for STEAM specialist lessons documentation planning and implementation reviewed	● ● ●				
				12 months: Inquiry learning scope and sequence chart is developed for 2018/19 which links to Vic Curric overview documents. <i>(needs to be rigorous, purposeful and indicate authentic learning)</i>	● ● ●	Improvement in the Student Attitudes to School Survey so that Learning Confidence is above the state average	\$32000 STEAM 2 days per week		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
OTHER IMPROVEMENT MODEL DIMENSIONS								
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS								
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] connectedness to and with learning with a view of what the SLPS learning community looks like	[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] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



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]				
Next Steps:				

