

Annual Implementation Plan: for Improving Student Outcomes

School name: Flemington Primary School

Year: 2017

School number: 250

Based on strategic plan: 2015 - 2018

Endorsement:

Principal **Amanda Williams** 29/03/17

Senior Education Improvement Leader **Mona Malouf**

School council | Trevor Wallwork 29/05/17

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
<ul style="list-style-type: none"> • Improve student outcomes and growth at all ability levels in Literacy and Numeracy • To build engagement in learning for every student by implementing a stimulating and orderly learning environment • For all students to be resilient, kind, responsible and happy members of the school community and willing to contribute to their school community • To ensure that resources (human, physical and financial) are prioritised and effectively allocated to maximise student learning

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	



Framework for Improving Student Outcomes

Published: February 2016



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.

Priority: Excellence in teaching and learning & Positive climate for learning

- **Curriculum planning and assessment**
- **Empowering students and building school pride**

A major focus for our school in the 2016 Annual Implementation Plan was to further develop a safe and collaborative culture amongst staff and the school community and to create a guaranteed and viable curriculum through the development of Essential Learnings. In order to work towards our focus, we first needed to review where we are at in terms of student learning, engagement and wellbeing. Using school data, research and feedback from staff and the community we could identify what we were doing well and areas we needed to focus on next. As part of this process we reviewed the school mission and vision to set an exciting and compelling future for Flemington Primary School.

As result of the work we have completed this year, in 2017 we will be focusing on building the consistency and quality of teaching practice across the school to fewer instances of in-school variation in curriculum and delivery and refining the work we have begun with our guaranteed, viable and rich curriculum. This will also include enhancing the work of the Collaborative Teams to ensure we are providing a consistent high performing learning environment for all our students and enhancing the positive school climate.

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)
Curriculum planning and assessment	<ul style="list-style-type: none"> • Enhance the work of all Collaborative Teams to further build the professional capabilities of teachers to provide a consistent high performing learning environment for all students. • Build teacher pedagogy, curriculum knowledge, data analysis and capacity to ensure high quality and consistent implementation of curriculum and assessment across the school. • Identify, develop and document a guaranteed, viable and rich curriculum focused on enhancing student learning through unpacking of essential learnings.
Empowering students and building school pride	<ul style="list-style-type: none"> • Enhance the safe and orderly environment of the school. • Launch and embed the School Wide Positive Behaviour Matrix amongst students, teachers and community. • Launch and embed the Mission, Vision and Values amongst students, teachers and community.



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"> Improve learning growth and student outcomes at all ability levels in Literacy and Numeracy To improve engagement in learning for every student
IMPROVEMENT INITIATIVE	<p>Curriculum planning and assessment Empowering students and building school pride</p>
STRATEGIC PLAN TARGETS	<p>By 2018, teacher assessment against Victorian Curriculum will indicate every student deemed capable achieved more than one year's growth in literacy and numeracy annually. By 2018, Increase the percentage of students achieving high growth and decrease the percentage achieving low growth on NAPLAN relative growth assessments. By 2018, the Flemington Primary School Student Survey, Attitudes to School Survey and Parent Opinion Survey will show an improvement in the scores for student, staff and parent responses to classroom behaviour, stimulating learning, student safety, school connectedness, school climate and general satisfaction with the school.</p>
12 MONTH TARGETS	<p>NAPLAN (Relative Growth) High growth: Increase the average % of students achieving high growth: (High growth average 2012 - 2016) Reading average 26.08% Writing average 29.01% Number average 25.78% OR Reading 25% or more, Writing 25% or more and Number 25% or more</p> <p>Low Growth: Decrease the average % of students achieving low growth: (Low growth average 2012 - 2016) Reading 25.86% Writing 21.05% Number 22.27% OR Reading 25% or less, Writing 25% or less and Number 25% or less</p> <p>Victorian Curriculum teacher judgements Prep to 6 Increase the average % of students achieving more than the expected growth: Reading For students to achieve 50% high growth data. Writing For students to achieve 40% high growth data. Number For students to achieve 30% high growth data.</p> <p>Decrease the average % of students achieving less than the expected growth: Reading For students to receive 10% in low growth data. Writing For students to receive 10% in low growth data. Number For students to receive 5% in low growth data.</p> <p>Attitudes to School Survey – Stimulating Learning To increase the average overall mean score for classroom behaviour to be above State and Region scores 5 year average: Classroom Behaviour (State) 4.14 Classroom Behaviour (Region) 4.12</p>



Parent Opinion Survey – Stimulating Learning

To increase the average overall mean score for classroom behaviour to be above State and School Type scores

3 year average:
Classroom Behaviour (State) 5.72
Classroom Behaviour (School Type) 9.92

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Enhance the work of all Collaborative Teams to further build the professional capabilities of teachers to provide a consistent high performing learning environment for all students.</p> <p>Build teacher pedagogy, curriculum knowledge, data analysis and capacity to ensure high quality and consistent implementation of curriculum and assessment across the school.</p> <p>Identify, develop and document a guaranteed, viable and rich curriculum focused on enhancing student</p>	<p>Offer ongoing professional learning around the PLC, collaborative teams and implementation of effective learning environments to support effective literacy and numeracy programs.</p> <p>a) Monitoring and tracking the implementation of the KIS from the AIP</p> <p>b) Working Parties in Literacy, Numeracy, Classroom Instruction That Works (CITW) and Collaborative team leaders</p> <p>c) Consistent use of data to inform planning and teacher practice.</p> <p>d) Develop curriculum knowledge of literacy and numeracy through a focus on developing effective, student friendly WALT and WILT</p> <p>e) Deepen curriculum knowledge through unpacking and documentation of Essential Learnings in literacy and numeracy in planning</p> <p>f) Build the capacity of Collaborative Team Leaders and teachers to support data analysis within Collaborative Team Meetings and common planning</p> <p>g) Collaborative Teams to analyse work samples/assessments and moderate judgments on a regular basis</p>	<p>Leadership team and Collaborative team leaders</p> <ul style="list-style-type: none"> Principal team Leading teachers CTLs <p>Employment of numeracy and literacy consultants</p>	Ongoing 2016	<p>6 months:</p> <p>PLC structures developed</p> <p>Professional learning workshop on working collaboratively in teams for all staff on Curriculum day 2.</p> <p>Collaborative Team structures developed</p> <p>Team Leaders provide clarity to teachers about the difference between the Essential Learnings and the Learning Intentions (WALT) and Success Criteria (WILF).</p> <p>Teachers planning and assessment reflects a refined understanding of the differences between the Essential Learnings and the Learning Intentions (WALT) and Success Criteria (WILF).</p> <p>Benchmarking data is monitored at a class, team and whole school level to ensure 1 year’s growth for every student.</p> <p>Teacher PDPs demonstrate practice informed by analysis of student data and collaborative team developed foci</p> <p>12 months:</p> <p>Team Leaders develop a plan of action for 2018 in terms of what the school needs to focus on to further implement the Essential Learnings.</p> <p>Team leaders develop and implement a set criteria based on information from professional learning of collaborative teams outlining behaviours and skills</p>	<p>🟡 🟢 🟠 🟡 🟢</p>	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p> <p>Teachers have an enhanced understanding of how to work collaboratively in teams.</p> <p>Teachers understand the differences between the Essential Learnings and the Learning Intentions (WALT) and Success Criteria (WILF).</p> <p>Teachers understand the importance of using students friendly Learning Intentions (WALT) and Success Criteria (WILF).</p> <p>Teachers write student friendly WALTs and WILTs clarifying the differences between the Essential Learnings and the Learning Intentions (WALT) and Success Criteria (WILF).</p> <p>Response to intervention is offered to every student to ensure 1 year’s growth for every student.</p> <p>Survey developed for all staff to ensure collaborative work as agreed from the workshop completed Week 9 of Term 1, 2, 3 and 4.</p> <p>All teaching staff committed to school improvement</p>	<p>Balanced Leadership Course \$9000 + CRT \$2178</p> <p>PD for Team Leaders \$3900 + CRT \$4356</p> <p>Educational consultants \$16,000</p> <p>Planning days CRT cover \$4356</p> <p>CITW PD \$3600 + CRT \$6534</p>	

<p>learning through unpacking of essential learnings.</p>	<p>h) Continue to develop proficiency scales in numeracy Specific focus on implementing and refining the Essential Learnings in Mathematics and Reading</p>			<p>required to effectively lead Collaborative Teams.</p> <p>Team Leaders establish personal leadership goals and evidence to show growth in personal leadership goal/s via feedback from team members and an identified critical friend of choice.</p> <p>Essential Learnings have been revised from the beginning of the year.</p> <p>Based on the work with the consultants and working parties, agreed expectations to what constitutes an effective Reading and Mathematics environment and model at Flemington Primary School</p> <p>Teacher PDPs demonstrate achievement informed by analysis of student data and collaborative team work</p>		<p>priorities and the PLC approach is documented in minutes indicating protocols and school improvement foci</p> <p>Whole staff PDPs demonstrate a commitment to school improvement foci</p> <p>Leadership team is present at all collaborative team meetings and minutes documented reflect a major commitment to professional learning and strategic planning</p> <p>Budget allocation for literacy and numeracy reflect the school improvement foci</p>		
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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To build a stimulating and orderly learning environment							
OTHER IMPROVEMENT MODEL DIMENSIONS	Positive Climate for learning: Empowering student and building school pride							
STRATEGIC PLAN TARGETS	By 2018, the Flemington Primary School Student Survey, Student Attitudes to School Survey and Parent Opinion Survey will show an improvement in the scores for student and parent responses to wellbeing and student relationships.							
12 MONTH TARGETS	<p>Attitudes to School Survey – Classroom Behaviour To increase the average overall mean score for classroom behaviour to be above State and Region scores 5 year average: Classroom Behaviour (State) 3.38 Classroom Behaviour (Region) 3.31</p> <p>Parent Opinion Survey – Classroom Behaviour To increase the average overall mean score for classroom behaviour to be above State and School Type scores 3 year average: Classroom Behaviour (State) 4.24 Classroom Behaviour (School Type) 4.36</p>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
<p>Enhance the safe and orderly environment of the school</p> <p>Launch and embed the School Wide Positive Behaviour Matrix amongst students, teachers and community.</p> <p>Launch and embed the Mission, Vision and Values amongst students, teachers and community.</p>	<p>1. Continue to review and implement the SWPBS matrix with a focus on Ready to Learn. The key actions to support this are:</p> <p>a) Launch the student section of the SWPBS matrix with the school community.</p> <p>b) SWPBS team to develop an action plan for further implementation of the SWPBS matrix (staff and community sections).</p> <p>c) Teachers to use the SWPBS matrix in their classrooms with students.</p> <p>Review the Student Engagement and Wellbeing Policy.</p> <p>2. Review Class Dojo and how is used as a school system. This includes discussions surrounding:</p>	<p>SWPBS Team</p> <p>All Teachers</p>	<p>ongoing</p>	<p>6 months:</p> <p>Implementation of the matrix through the Learning to Learn program in Term 1. This includes breaking down the values and what each value looks like for specific areas of the school, classroom expectations and setting routines.</p> <p>Student section of the SWPBS matrix launched with whole school community</p> <p>SWPBS matrix and values are displayed in classroom environments and are part of community communication.</p> <p>Consistent support of the 5% of students (developing behaviour plans, meeting with parents to discuss behaviour goals).</p> <p>Consistently supporting teachers to create effective and supportive environments for learning for all students.</p> <p>12 months:</p>		<p>[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p> <p>Increase Attitudes to School Survey percentiles for classroom behaviour, stimulating learning and student safety to 70+</p> <p>Increase the Parent Opinion Survey general satisfaction with the school data to 90%</p> <p>Increase the School Staff Opinion Survey, feeling positive about school climate data to 90%</p> <p>Class Dojo is used consistently across the school</p> <p>Mission and Vision displayed in all areas of the school and evidence is regularly communicated in the weekly InTouch newsletter.</p> <p>Behaviour triangle is used consistently by all staff and classes.</p>	<p>\$1000 for launch</p>	

	<p>a) Review the purpose of rewarding students and how we do this (making sure we have a consistent approach across the school).</p> <p>b) Ensuring Class Dojo is used consistently across the school.</p>			<p>Class Dojo has been reviewed and staff have developed an action plan as to how it is implemented and used across the school aligned with the school culture.</p> <p>Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey data from previous years show growth in the areas of classroom behaviour and stimulating learning (refer to Section 2 of AIP for stimulating learning data)</p>				
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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	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	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	



nt in learning	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:				



