

# Annual Implementation Plan: for Improving Student Outcomes

School name: Meadow Heights Primary School

Year: 2017

School number: 5227

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Margaret Leach

March 2017

Senior Education Improvement Leader Viv Tellefson

School council Phillip Perroni

14 March 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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> <li>To improve student learning by 12 weeks in 10 learning growth in literacy and numeracy by increasing teacher capacity to monitor and inform in quality instruction.</li> <li>To improve student engagement through meeting the diverse needs of students by:                             <ul style="list-style-type: none"> <li>Pre and post assessment to inform teaching to students point of need</li> <li>Provide inclusive, whole school sequenced teaching and learning programs &amp;</li> <li>Providing engaging classroom practices</li> </ul> </li> <li>To improve student engagement through developing parent partnerships</li> <li>To improve student wellbeing by empowering teachers to manage a range of diverse student behaviours and improving teacher understanding of whole child to create a calm and orderly learning environment.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	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.

Our 2016 data sets in a range of assessments show a strong need for a whole school focus on improving student outcomes in Mathematics. The following data was used to inform the decision:

- NAPLAN data indicated that 48% of Year 3 students were still working towards Foundation. The Year 5 data showed that 39% of students were still working towards Level 2.
- AusVELS Semester 1 teacher judgements indicate that only 39% of Year 3 students were working at or above expected level in Number and Algebra. In Year 5, 16% of students were assessed as or above the expected level.
- PAT Maths data also support the rationale with cohort averages from Years 2 – 6 all below expected levels.

Analysis of the above data sets led to the recommendation of the development of a Maths Project Team with representatives from across the school to develop consistent practices using agreed upon sequences of learning in Number and Algebra.

Data in the area of English (Reading) shows a need for a more explicit and sequenced approach to the teaching of comprehension. The following data sets were used in the decision to form an English Project Team to develop a sequenced curriculum based on the Victorian Curriculum and using the Fountas & Pinnell Continuum of Literacy Teaching.

- NAPLAN data indicated that 25% of Year 3 students were working towards Foundation. The Year 5 data showed that 22% students were still working towards Level 2.
- AusVELS Semester 1 teacher judgements indicate that 57% of Year 3 students were working at or above the expected level in Reading. In Year 5, 25% of students were working at or above the expected level.
- PAT-R Comprehension and Fountas and Pinnell Benchmarking assessments both demonstrate that all cohort averages are below expected levels
- In Reading, Writing and Numeracy, there is a discrepancy between Philip Holmes Smith SPA Analyser data (NAPLAN/AusVELS) when compares to DET interpretation of data results. DET places a higher number of students in the top 2 bands than teacher judgements, pointing to the need to strengthen and build greater moderation of the 2 sources of data sets.



### 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)
Building practice excellence	<ul style="list-style-type: none"><li>• Engage all teachers in professional learning on high impact strategies and practices in Number and Algebra to ensure teaching is differentiated to student learning point.</li><li>• Involve all teachers' in team based action research on "Teach like a Champion" engagement techniques.</li></ul>
Curriculum planning and assessment	<ul style="list-style-type: none"><li>• To develop collaborative teachers' teams that are able to demonstrate the links between the curriculum standards, learning goals, learning activities and <b>assessment strategies, quantify learning progress</b> and identify the next steps with precision (with a focus on Mathematics and Reading Comprehension).</li><li>• To commence the DET PLC initiative in order to develop teachers' skills and role as evaluators of their own impact.</li></ul>


## 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>	<ul style="list-style-type: none"> <li>To improve student learning by 12 weeks in 10 learning growth in literacy and numeracy by increasing teacher capacity to monitor and inform in quality instruction.</li> <li>Teachers to meet the diverse needs of students by provide inclusive, whole school sequenced teaching and learning programs &amp; engaging classroom practices.</li> </ul>																																																																																																																														
<b>IMPROVEMENT INITIATIVE</b>	Excellence in Teaching and Learning - Building practice excellence																																																																																																																														
<b>STRATEGIC PLAN TARGETS</b>	<p>The <b>Student Learning Data</b> will reflect at least 12 weeks in 10 growth. (NAPLAN) – data sets from <b>Philip Holmes Smith</b></p> <p><b>NAPLAN data will show the following gains:</b></p> <table border="1" data-bbox="543 722 1205 884"> <thead> <tr> <th>Reading</th> <th>Yr3</th> <th>Yr 5</th> <th>Target growth</th> <th>Actual growth</th> </tr> </thead> <tbody> <tr> <td>2013 - 2015</td> <td>358</td> <td>436</td> <td>117</td> <td>78</td> </tr> <tr> <td>2014- 2016</td> <td>335</td> <td>436</td> <td>127</td> <td>101</td> </tr> <tr> <td>2015 - 2017</td> <td>350</td> <td></td> <td>120</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="543 911 1205 1121"> <thead> <tr> <th>Writing</th> <th>Yr3</th> <th>Yr 5</th> <th>Target growth</th> <th>Actual growth</th> </tr> </thead> <tbody> <tr> <td>2013 - 2015</td> <td>375</td> <td>446</td> <td>108</td> <td>71</td> </tr> <tr> <td>2014- 2016</td> <td>330</td> <td>440</td> <td>129</td> <td>110</td> </tr> <tr> <td>2015 - 2017</td> <td>383</td> <td></td> <td>105</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="543 1148 1205 1358"> <thead> <tr> <th>Numeracy</th> <th>Yr3</th> <th>Yr 5</th> <th>Target growth</th> <th>Actual growth</th> </tr> </thead> <tbody> <tr> <td>2013 - 2015</td> <td>353</td> <td>445</td> <td>138</td> <td>92</td> </tr> <tr> <td>2014- 2016</td> <td>336</td> <td>429</td> <td>146</td> <td>94</td> </tr> <tr> <td>2015 - 2017</td> <td>341</td> <td></td> <td>146</td> <td></td> </tr> </tbody> </table>	Reading	Yr3	Yr 5	Target growth	Actual growth	2013 - 2015	358	436	117	78	2014- 2016	335	436	127	101	2015 - 2017	350		120		Writing	Yr3	Yr 5	Target growth	Actual growth	2013 - 2015	375	446	108	71	2014- 2016	330	440	129	110	2015 - 2017	383		105		Numeracy	Yr3	Yr 5	Target growth	Actual growth	2013 - 2015	353	445	138	92	2014- 2016	336	429	146	94	2015 - 2017	341		146		<p><b>AusVELS data(Teacher Judgement) will show the following gains:</b></p> <ul style="list-style-type: none"> <li>Student learning data will reflect an increase by 20% in Numeracy and Reading AusVELS data for students at or above level.</li> </ul> <p><b>Reading Growth Target:</b> School Total at &amp; above level</p> <p>2014 Reading and Viewing 62.1% 2015 Reading and Viewing 49% 2016 Reading and Viewing 49.4%</p> <p><b>Numeracy Growth Target:</b> School Total at &amp; above level</p> <p>2014 Number and Algebra 59.9% 2015 Number and Algebra 50.1% <b>2016 Number and Algebra 48.2%</b></p>	<p><b>Achievement:</b> <b>School Staff Survey: School Climate (prin/teachers) Collective responsibility</b> – Staff view the success of all students as their shared responsibility. <b>Increase to 80%</b></p> <table border="1" data-bbox="2086 695 2466 751"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>78.7%</td> <td>72.7%</td> <td>71.2%</td> <td></td> </tr> </tbody> </table> <p><b>Teacher collaboration (Prin/teachers)</b> -Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching Increase to the state average. To increase to 70%</p> <table border="1" data-bbox="2086 898 2466 955"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>67.0%</td> <td>64.2%</td> <td>50.8%</td> <td></td> </tr> </tbody> </table> <p><b>Attendance:</b> Reduce the whole school average student absence rate from 22.3 2014 to 18 days by 2018</p> <p>School Summary Report - Student Absences, Trend 2013 to 2016 - Days per Full Time Equivalent by Year Level Prep - Year 6</p> <table border="1" data-bbox="2086 1251 2585 1371"> <thead> <tr> <th>School</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td>22.76</td> <td>22.64</td> <td>19.74</td> <td>22</td> <td>14.51 days</td> </tr> <tr> <td>Year 1</td> <td>22.76</td> <td>22.64</td> <td>19.74</td> <td>22</td> <td>14.12 days</td> </tr> <tr> <td>Year 2</td> <td>22.76</td> <td>22.64</td> <td>19.74</td> <td>22</td> <td>14.63 days</td> </tr> <tr> <td>Year 3</td> <td>22.76</td> <td>22.64</td> <td>19.74</td> <td>22</td> <td></td> </tr> <tr> <td>Year 4</td> <td>22.76</td> <td>22.64</td> <td>19.74</td> <td>22</td> <td></td> </tr> <tr> <td>Year 5</td> <td>22.76</td> <td>22.64</td> <td>19.74</td> <td>22</td> <td></td> </tr> <tr> <td>Year 6</td> <td>22.76</td> <td>22.64</td> <td>19.74</td> <td>22</td> <td></td> </tr> </tbody> </table>	2014	2015	2016	2017	78.7%	72.7%	71.2%		2014	2015	2016	2017	67.0%	64.2%	50.8%		School	2013	2014	2015	2016	State	Prep	22.76	22.64	19.74	22	14.51 days	Year 1	22.76	22.64	19.74	22	14.12 days	Year 2	22.76	22.64	19.74	22	14.63 days	Year 3	22.76	22.64	19.74	22		Year 4	22.76	22.64	19.74	22		Year 5	22.76	22.64	19.74	22		Year 6	22.76	22.64	19.74	22	
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<b>12 MONTH TARGETS</b>	<p><b>NAPLAN data (DET)</b></p> <p><b>2014 – 2016 Yr 3 to Yr 5 Reading Growth</b> School Mean Growth: 117.37 (just under 3 years growth in 2) State Mean Growth: 78.57 (just under 2 years growth) <b>2015 -2017 – Reading target 120 points (3 years)</b></p> <p><b>2014 – 2016 Yr 3 to Yr 5 Writing Growth</b> School Mean Growth: 126.22 (just over 3 years growth in 2) State Mean Growth: 74.13 (just under 2 years growth) <b>2015 -2017 –Writing target 105 points (2 years &amp; 9 months)</b></p> <p><b>2014 – 2016 Yr 3 to Yr 5 Numeracy Growth</b> School Mean Growth: 100.7 (just over 2 years and 6 growth in 2) State Mean Growth: 89.1 (just over 2 years growth)</p>	<p><b>Validity Target:</b> <b>Teacher judgement does not vary more than 15% when triangulated with NAPLAN and PAT in June and Dec.</b></p> <p><b>All students to achieve at least one year's growth in Reading and Number during each school year as measured by SPA, PAT maths, PAT Reading and other assessments.</b></p> <p><b>Fountas &amp; Pinnell 2017 (DET Targets)</b></p> <ul style="list-style-type: none"> <li>90% of Foundation students to progress an average of three Fountas and Pinnell Reading levels from February 2017 to December 2017.</li> <li>90% of Year 1 students to progress an average of five Fountas and Pinnell Reading levels from February 2017 to December 2017</li> <li>90% of Year 3 and 4 students to progress an average of four Fountas and Pinnell Reading levels from February 2017 to December 2017</li> </ul>	<p><b>Achievement:</b> <b>School Staff Survey: School Climate Collective responsibility</b> – Staff view the success of all students as their shared responsibility. <b>Increase to 80%</b></p> <p><b>Teacher collaboration</b> -Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching Increase to the state average. <b>To increase to 70%</b></p> <p><b>Attendance:</b> <b>Reduce the whole school average student absence rate from 22 days in 2016 to 20 days.</b></p>																																																																																																																												

	<p><b>2015 -2017 –Numeracy target 105 points (2 years &amp; 9 months)</b></p> <p><b>NAPLAN : Learning for Life</b> Numeracy Year 3 &amp; 5 To increase the % of students in the middle bands from the bottom bands by 10%.</p> <p><b>Writing Year 3 &amp; 5</b> To increase the % of students in the middle bands from the bottom bands by 10%.</p> <p><b>NAPLAN 2015 – 2017 Yr 3 – 5 Growth Targets</b></p> <p><b>Philip Holmes Smith</b> Reading: 120 points growth Writing: 105 points growth Numeracy: 146 points growth</p>	<ul style="list-style-type: none"> <li>90% of Year 5 and 6 students to progress an average of three Fountas and Pinnell Reading levels from February 2017 to December 2017</li> </ul> <p><b>Fountas &amp; Pinnell 2017 Cohort AverageTargets (based on 2016 cohort results – Phillip Holmes-Smith))</b></p> <p>Foundation – Level D Year 1 – Level I Year 2 – Level K Year 3 – Level O Year 4 – Level Q Year 5 – Level T Year 6 – Level S</p> <p><b>PAT R Comprehension 2017 Growth Targets</b> Year 2 – 15.29 points growth Year 3 – 12.21 points growth Year 4 – 11.11 points growth Year 5 – 10.79 points growth Year 6 – 10.89 points growth</p> <p><b>PAT Maths 2017 Growth Targets</b> Year 3 – 19.45 points growth Year 4 – 17.98 points growth Year 5 – 15.42 points growth Year 6 – 14.59 points growth</p>	
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Engage all teachers in professional learning on high impact strategies and practiced in Number and Algebra to ensure teaching is differentiated to student learning point.	<p>Maths Project team established with representatives from across the school to work with Jennie Droge (Education Improvement Leader).</p> <p><b>Project team to</b> meet fortnightly to prepare for Whole School Learning Forums (four per term).</p> <p>Teaching teams to meet fortnightly to develop draft sequences of learning for Number and Algebra.</p> <p><b>Whole School Forums</b> (four per term) to build teacher capacity and confidence in teaching mathematics.</p> <p><b>Fortnightly planning sessions</b> for all teachers with Teaching and Learning Leaders (TaLLs) to</p>	Leading Teachers, classroom teachers	Ongoing (Teaching teams and planning sessions fortnightly – 4 WSF per term).	<p>6 months:</p> <ul style="list-style-type: none"> <li>Establishment of Maths Project team</li> <li>Established meeting schedule</li> <li>Project team members assigned to a teaching team to drive the school direction.</li> <li>Yearly Overview established based on the Victorian Curriculum.</li> <li>6 x whole school forums scheduled and implemented.</li> <li>Place Value and Addition sequences of learning established</li> <li>Assessment, planning and work program documentation accessible on T: Drive and demonstrates a clear link from assessment to planning to differentiate teaching when audited at the end of term 2.</li> <li>Frequency and quality of planning sessions with Teaching and Learning Leaders.</li> </ul>	● ● ●				

	<p>develop pre and post assessments and use the data to allow for effective differentiation in the classroom. egg</p> <p>All teachers to participate in <b>peer observations and collegiate visits</b> (2 per year) with a focus on high impact practices in mathematics (linked to whole school professional learning).</p>			<p>12 months:</p> <ul style="list-style-type: none"> <li>- 8 X whole school forums scheduled and implemented.</li> <li>- Sequences of Learning established for all areas of Number and Algebra</li> <li>- Assessment, planning and work program documentation accessible on T: Drive and demonstrates a clear link from assessment to planning to differentiate teaching when audited at the end of terms 3 and 4.</li> <li>- Active participation and reflection by all members, as assessed by team leaders.</li> <li>- Frequency of planning sessions with Teaching and Learning Leaders.</li> <li>- Effectiveness of planning sessions as measured by attendance, evidence of links between term planner (focuses, skills and strategies) and individual teacher work programs and improved student outcomes.</li> <li>- Evidence through bi-annual reports, teacher P &amp; D reviews and evident through planning and classroom delivery.</li> <li>- Peer observation visits completed and feedback shared with teachers.</li> <li>- End of year evaluation demonstrates teachers able to articulate his high impact collaborative practice strategy.</li> </ul>				
<p>Engage all teachers in professional learning on high impact strategies and practices in reading comprehension to ensure teaching is differentiated to student learning point.</p>	<p><b>English Project Team</b> established to align F &amp; P Comprehension Continuum with the Victorian English Curriculum</p> <p>Visits by Leadership to schools who are using the continuum to inform best planning practices.</p> <p>Involvement in Professional Learning Communities.</p>	<p>Leading Teachers, Team Leaders</p>		<p>6 months</p> <ul style="list-style-type: none"> <li>- Establishment of English Project team</li> <li>- Established meeting schedule</li> <li>- TaLLs in Project team to drive the school direction.</li> <li>- Yearly Overview established based on the Victorian Curriculum.</li> <li>- Assessment, planning and work program documentation accessible on T: Drive and demonstrates a clear link from assessment to planning to differentiate teaching when audited at the end of term 2.</li> <li>- Frequency of planning sessions with Teaching and Learning Leaders.</li> <li>- Effectiveness of planning sessions as measured by attendance, evidence of links between term planner (focuses, skills and strategies) and individual teacher work programs and improved student outcomes.</li> <li>- End of year evaluation demonstrates evidence of links between term planner (focuses, skills and strategies) and individual teacher work programs and improved student outcomes.</li> </ul>				

				12 months: <ul style="list-style-type: none"> <li>- Assessment, planning and work program documentation accessible on T: Drive and demonstrates a clear link from assessment to planning to differentiate teaching when audited at the end of terms 3 and 4.</li> <li>- Frequency of planning sessions with Teaching and Learning Leaders.</li> <li>- Evidence through bi-annual reports, teacher P &amp; D reviews and evident through planning and classroom delivery.</li> </ul>				
Involve all teachers' in team based action research on "Teach like a Champion" engagement techniques.	Established <b>Research Teams</b> to investigate the effectiveness of the techniques selected by termly study groups and peer observation of classroom implementation of the techniques. Team research groups to <ul style="list-style-type: none"> <li>• Select techniques from No Opt Out by reading of the text and the field guide</li> <li>• Develop classroom observation criteria</li> <li>• Develop student survey to track effectiveness of techniques</li> <li>• Observe peers – minimum of one per term 2 and term 3 and criteria forwarded to Assistant Principal.</li> <li>• Presentation of effectiveness of techniques at WSF</li> </ul>	APs, Team Leaders, all teachers	Meetings one per term.	6 months: <ul style="list-style-type: none"> <li>- Minutes of Research Group Meetings reflect techniques discussed, criteria establish, observation schedule &amp; feedback protocols.</li> <li>- Peer observation Schedule forwarded to Assistant Principal and demonstrates at least 2 observations</li> <li>- Teaching Team classroom observation criteria forwarded to AP and shows success criteria that is observable and linked to the techniques</li> <li>- Evidence through Biannual Reports and/or teachers P&amp;D reviews</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>- Completed Classroom Observation Criteria presented at P &amp; D Final Reviews</li> <li>- Student feedback on the No Opt Out techniques</li> <li>- WSF for presentation of Research Projects</li> <li>- Success celebrated and shared at a WSF</li> <li>- End of year evaluation conducted to inform 2018 focus.</li> </ul>	● ● ●			
Engage the school community – students, staff, parents/carers through a practical change project using the strategies adopted from Education Changemakers Case Study Research to improve student attendance.	All teachers will actively participate in analysing the <b>student absence</b> data and participate in identifying solutions. Begin to plan how to engage the wider community through education programs, such as the importance of school attendance.	AP & Teachers	monthly	6 months: <ul style="list-style-type: none"> <li>- Participation in the BASTOW Change Makers initiative</li> <li>- School phone message system upgrade</li> <li>- Seek staff and student input through consultation, egg. Whole School Forum and student voice</li> </ul>	● ● ●			

				12 months				
				<ul style="list-style-type: none"> <li>- Redesign classroom curriculum and meet students' interests and ZPD.</li> <li>- Audit and review student absence protocols to track/monitor – egg use tiqbiz</li> <li>- Investigate other school communication tools such as compass</li> </ul>				

## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> <li>• To improve student engagement through meeting the diverse needs of students by: <ul style="list-style-type: none"> <li>- Pre and post assessment at students point of need</li> <li>- Provide inclusive, whole school sequenced teaching and learning programs &amp;</li> </ul> </li> </ul>																		
IMPROVEMENT INITIATIVE	Excellence in teaching and learning - Curriculum planning and assessment																		
STRATEGIC PLAN TARGETS	<p><b>Staff Survey</b>  <b>Professional Learning Collective participation</b> -Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching  Target: To be 80% for all staff.  <b>2014</b>    <b>2015</b>    <b>2016</b>    <b>2017</b>  58.1%    70.5%    54.1%</p> <p><b>Feedback</b>-Feedback is seen as crucial to the professional learning process.  Target: To be above 75% for all staff  <b>2014</b>    <b>2015</b>    <b>2016</b>    <b>2017</b>  70.7%    67%    47%</p> <p><b>School climate:</b>  Trust in students and parents -Staff trust the students and parents of the school community.  <b>To increase school score mean to be 45%</b>  <b>2014</b>    <b>2015</b>    <b>2016</b>    <b>2017</b>  39.5%    34.3%    34.1%</p> <p><b>Attitude To School Survey -Students</b></p> <table border="1"> <thead> <tr> <th>Teaching and Learning</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>48.9</td> <td>43.2</td> <td>34.5</td> <td>48.4</td> <td></td> </tr> <tr> <td>Stimulating Learning</td> <td>49.3</td> <td>57.7</td> <td>46.2</td> <td>62.3</td> <td></td> </tr> </tbody> </table> <p><b>Teaching and Learning</b>  <b>1. Stimulating Learning</b> – the extent to which teachers make learning interesting, enjoyable and inspiring.  Target: To increase to 70<sup>th</sup> percentile  <b>2. School Connectedness</b> – the extent to which students feel they belong and enjoy attending school.  Target: To increase to 60th percentile.</p> <p><b>Parent Opinion Survey</b>  <b>1. Student Engagement</b>  <b>Student Motivation</b> – students wanting to come to school.</p>	Teaching and Learning	2013	2014	2015	2016	2017	School Connectedness	48.9	43.2	34.5	48.4		Stimulating Learning	49.3	57.7	46.2	62.3	
Teaching and Learning	2013	2014	2015	2016	2017														
School Connectedness	48.9	43.2	34.5	48.4															
Stimulating Learning	49.3	57.7	46.2	62.3															

	<p><b>Target: To move to the second quartile – 40%</b>  <b>Student Motivation</b>  <b>2013 2014 2015 2016 2017</b>  59.5 20.5 15.8 45.6</p> <p><b>2. Student Learning</b> – teachers motivate students to learn &amp; persist with their learning.  <b>Target: To move to the second quartile – 40%</b>  <b>2013 2014 2015 2016 2017</b>  12.7 3.9 7.5 29.1</p>							
12 MONTH TARGETS	<p><b>Engagement</b></p> <p><b>Staff Survey</b>  <b>Professional Learning Collective participation</b> -Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching  <b>Target: To be 80% for all staff.</b></p> <p><b>Feedback</b>-Feedback is seen as crucial to the professional learning process.  Target: To be above 75% for all staff</p> <p><b>School climate:</b>  Trust in students and parents -Staff trust the students and parents of the school community.  <b>To increase school score mean to be 45%</b></p>				<p><b>Engagement</b></p> <p><b>Attitudes to School Survey</b>  <b>Teaching and Learning</b>  <b>1. Stimulating Learning</b> – the extent to which teachers make learning interesting, enjoyable and inspiring.  Target: To increase to 70th percentile.</p> <p><b>2. School Connectedness</b> – the extent to which students feel they belong and enjoy attending school.  Target: To increase to 60th percentile.</p> <p><b>Parent Opinion Survey</b>  <b>1. Student Engagement</b>  <b>Student Motivation</b> – students wanting to come to school.  <b>Target: To move to the second quartile – 40%</b></p> <p><b>2. Student Learning</b> – teachers motivate students to learn &amp; persist with their learning.  <b>Target: To move to the second quartile – 40%</b></p>			
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop collaborative teachers' teams that are able to demonstrate the links between the curriculum standards, learning goals, learning activities and <b>assessment strategies, quantify learning progress</b> and identify the next steps with precision. Focus on Mathematics	<p>Teachers to upload results of pre and post tests on SPA Markbook so that results can be analysed and progress measured.</p> <p>PAT Maths to be administered in November for Years 2 – 6 to measure student growth.</p> <p>Mathematics Online Interview to be completed twice yearly in Years P – 1 to develop critical understandings and measure growth.</p> <p>School-wide to be completed at the end of each semester in Number to measure student progress and to identify students at-risk.</p>	Numeracy Leader, Project team members and classroom teachers.	Ongoing (Teaching teams and planning sessions fortnightly – 4 WSF per term).	<p>6 months:</p> <ul style="list-style-type: none"> <li>- Data uploaded to SPA Markbook</li> <li>- Data Wall completed for semester 1.</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>- All students tested on PAT Maths.</li> <li>- Data uploaded to SPA Markbook and SPA Analyser.</li> <li>- Data Wall completed for semester 2.</li> <li>- Evidence of peer visits completed and feedback received.</li> </ul>	● ● ●			
Reading Comprehension Develop collaborative teachers' teams that are able to demonstrate the	<p>All classroom teachers will implement the BAS for all students at the end of each semester.</p> <p>Data to be used to pinpoint areas of need and inform planning.</p>	English Leader, Project team members and	Fortnightly and at Planning sessions	<p>6 months:</p> <ul style="list-style-type: none"> <li>- All students assessed against the BAS.</li> <li>- Semester 1 data uploaded to SPA Analyser</li> <li>- Assessment, planning and work program documentation accessible on T: Drive and demonstrates a clear link from assessment to planning to differentiate teaching when audited at the end of term 2.</li> </ul>	● ● ●			



<p>links between the curriculum standards, learning goals, learning activities and <b>assessment strategies, quantify learning progress</b> and identify the next steps with precision.</p>	<p>Fortnightly planning with Teaching and Learning Leaders (TaLLs) to analyse the data and develop the next steps in line with the Continuum of Literacy Learning (F &amp; P) and the Victorian Curriculum.</p> <p>Student results uploaded bi-annually to SPA Analyser in order to monitor and track student growth.</p> <p>PAT-R Comprehension to be administered in November for Years 1 – 6 to measure student growth.</p> <p>School-wide data wall to be completed at the end of each semester in Reading to measure student progress and to identify students at-risk.</p> <p>Visits by Leadership to schools who are using the continuum to inform best planning practices.</p>	<p>classroom teachers.</p>		<ul style="list-style-type: none"> <li>- Frequency of planning sessions with Teaching and Learning Leaders.</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>- All students assessed against the BAS.</li> <li>- Semester 2 data uploaded to SPA Analyser</li> <li>- Assessment, planning and work program documentation accessible on T: Drive and demonstrates a clear link from assessment to planning to differentiate teaching when audited at the end of term 3 and 4.</li> <li>- Frequency of planning sessions with Teaching and Learning Leaders.</li> <li>- Evidence through bi-annual reports, teacher P &amp; D reviews and evident through planning and classroom delivery.</li> <li>- Data Wall completed</li> </ul>	<p>● ● ●</p>			
<p>To commence the DET Professional Learning Communities (PLC) initiative to strengthen team culture, accountability and use of the improvement cycle to drive teacher evaluation of their own impact</p>	<p>PLC team established and representatives include 2 classroom teachers and a leading teacher (Maths)</p> <p>PLC team to subscribe to PLC webpage.</p> <p>PLC members to complete online modules.</p> <p>PLC members to participate in PLC Professional Development.</p> <p>Leadership Team to attend PLC PD.</p> <p>PLC members to design and implement an action research project that recognises the school context.</p> <p>Assistant Principal to participate in Communities of Practice. (CoP)</p>	<p>Leading teacher 2 classroom teachers</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> <li>- Establishment of PLC team</li> <li>- PLC team complete online modules</li> <li>- PLC team complete PD – 8 days</li> <li>- Leadership Team attend PLC PD – 3 days</li> <li>- Assistant Principal shares learning from CoPs with PLC and staff</li> <li>- PLC team complete an action research project.</li> <li>- PLC team develop a planning process that links assessment, planning and work program that demonstrates a clear link from assessment to planning to differentiate teaching. Work Programs be audited at the end of term 2 3 &amp; 4</li> <li>- Frequency of planning sessions with Teaching and Learning Leaders.</li> <li>- Effectiveness of planning sessions as measured by attendance, evidence of links between term planner (focuses, skills and strategies) and individual teacher work programs and improved student outcomes.</li> <li>- End of year evaluation demonstrates robust analysis of data to inform practice and clearer understanding by teachers of PLC as a high impact collaborative practice strategy.</li> </ul>				

## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	To improve student wellbeing by empowering teachers to manage a range of diverse student behaviours and improving teacher understanding of the whole child to create a calm orderly learning environment																																					
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	Positive climate for learning - Setting expectations and promoting inclusion: Empower teachers to manage a range of diverse student behaviours and improve teacher understanding of the whole child to create a calm orderly learning environment.																																					
<b>STRATEGIC PLAN TARGETS</b>	<p><b>Wellbeing:</b></p> <table border="1" data-bbox="537 401 1424 499"> <thead> <tr> <th></th> <th colspan="4">Percentile</th> </tr> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Teaching and Learning</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher Empathy</td> <td>62.5</td> <td>56.0</td> <td>44.0</td> <td>64.4</td> </tr> </tbody> </table> <p><b>Attitude To School Survey - Teaching and Learning</b> Teacher empathy – the extent to which teachers listen and understand student needs and assist with student learning. Target: To increase to <b>70 percentile</b></p> <p><b>School Staff Survey: Prin/Teach</b> <b>School Climate</b> <b>Collective efficacy:</b> School staff believe they have the necessary skills, expertise and resources to successfully educate students. Target: To increase school score mean to all primary school mean score – 60%</p> <table border="1" data-bbox="685 793 1216 856"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td></td> <td>53.5%</td> <td>52.5%</td> <td>47.7%</td> <td></td> </tr> </tbody> </table>									Percentile					2013	2014	2015	2016	Teaching and Learning					Teacher Empathy	62.5	56.0	44.0	64.4		2014	2015	2016	2017		53.5%	52.5%	47.7%	
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					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>																															
To improve student wellbeing by empowering teachers to manage a range of diverse student behaviours and improving teacher understanding of the whole child to create a calm orderly learning environment	Leadership team complete the 4 day Berry Street Education Model (BSEM) Curriculum and Classroom Strategies Professional Development (PD) to improve their understanding of trauma-informed practices.	Leadership Team	Terms 1-3	6 months: Leadership team complete the Body and Relationship domains of the BSEM Curriculum and Classroom Strategies	● ● ●																																	
	Leadership Team collaboratively strive to have a consistent approach in the delivery of the focus areas of the 5 domains with their home group before presenting to staff.		Ongoing	Team leaders implement the Body and Relationship classroom strategies through the lessons provided from the BSEM Curriculum and Classroom Strategies Resource Book.																																		
	Leadership team develop a professional learning timeline for the introduction of the BSEM Curriculum and Classroom Strategies to staff in Term 4		Term 3	12 months: Team Leaders implement the 5 Domains of the BSEM Curriculum and Classroom Strategies to de-escalate and manage students' challenging behaviour so that there is consistency in practice by all leaders.	● ● ●																																	
	Staff are introduced to the 5 Domains of the BSEM Curriculum and Classroom Strategies. Staff are empowered to implement the Body Domain	Staff	Term 4	Timeline and professional development put in place for the whole staff in regards to BSEM Curriculum and Classroom Strategies  Staff implementing the Body domain																																		



# 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	<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	
Professional leadership	<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	
Positive climate for learning	<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	
Community engagement in learning	<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>				