Annual Implementation Plan: for Improving Student Outcomes

School name: St Kilda Park Primary School

School number: 2460

Year: 2017

Based on strategic plan: 2016 - 2019

Endorsement:

Principal	Neil Scott	15/2/17	Senior Education Improvement Leader	Sarah Burns
School Council	Mette Aiken-Petersen	15/2/17		

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
- To improve student learning outcomes in Mathematics (Number) and English (Writing) with specific reference to students achieving at and above the expected level.   - Increase student ownership of personalised learning and development of personal goals.   - To improve student resilience through a consistent approach to wellbeing.   - To enable distributive leadership among the staff through capacity building that supports the strategic improvement agenda.

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.

After reviewing our 2016 AIP, the school has identified *Excellence in Teaching and Learning: Building Practice Excellence* as our core Improvement Initiative for our 2017 Annual implementation plan. Our current School Strategic Plan (2016-2019) identifies improved student outcomes in Writing and Number as a key 'Achievement' Goal. Our progress towards the targets set out in these curriculum areas during 2016 was very impressive. The trend towards more students making 'high growth' in NAPLAN results between Year 3 and Year 5 in Writing and Number continued and the percentage of students achieving 6 or 12 months ahead of age expectation met or exceeded our 2016 AIP targets in every area.

2016 AIP Target versus 2016 achievement					
Subject Area	Year Levels	Students achieving 6 months ahead of age expectation		Students achieving 12 months ahead of age expectation	
Writing	F-2	Target: 20%	Achievement: 33%	Target: 3%	Achievement: 4%
	3-6	25%	30%	9%	12%
Number	F-2	26%	36%	3%	9%
	3-6	30%	30%	10%	25%

- The 2016 Staff Opinion Survey data for 'Collective Focus on Student Learning' was 93.8% endorsement versus a Strategic Plan target of 90% and 'Academic Emphasis' was 79.7% versus a strategic Plan target of 85%
- Whilst overall, 2016 parent Opinion Survey data was good, In the area of 'Learning Focus' the school scored below the mean of other primary schools in Victoria.

We remain committed to ensuring every student is supported to achieve their personal best and make growth in their learning, regardless of their starting point and so have identified a key strategy to build teachers' ability to work collaboratively to develop their understanding of curriculum, high impact pedagogical practices and detailed analysis of student learning data to ensure differentiated and personalised learning that allows all students to make progress.

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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	• Teachers work collaboratively to develop a deep understanding of curriculum, instructional practice and using student data sets to inform planning and ensure students are taught at 'point of need' in Literacy and Numeracy.

Framework for Improving Student Outcomes

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 not 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	To improve student learning outcomes in Mathematics (Number) and English (Writing) with specific reference to students achieving at and above the expected level.
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	By Sem 1, 2018 - AusVELS Teacher Judgements in Maths (Number): in years Foundation to Year 2: • Will improve from Sem 1, 2015 result of 23% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.5% to 10% of students achieving 12 months above expected level. By Sem 1, 2018 - AusVELS Teacher Judgements in Maths (Number): in Year 3 to Year 6: • Will improve from Sem 1, 2015 result of 27% to 40% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 15% of students achieving 12 months above expected level. By Sem 1, 2018 - AusVELS Teacher Judgements in English (Writing): in Foundation to Year 2: • Will improve from Sem 1, 2015 result of 16.7% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 0.6% to 10% of students achieving 12 months above expected level. By Sem 1, 2018 - AusVELS Teacher Judgements in English (Writing): in Year 3 to Year 6: • Will improve from Sem 1, 2015 result of 23% to 30% of students achieving 6 months above the expected level. • Will improve from Sem 1, 2015 result of 6% to 15% of students achieving 12 months above expected level. NAPLAN Relative Growth – Year 3 to Year 5 for Numeracy (Number) and Writing show positive trending from low to medium and from medium to high for the life of the Strategic Plan.
12 MONTH TARGETS	By Sem 2, 2017 - AusVELS Teacher Judgements in Maths (Number): in years Foundation to Year 2: • Will improve from Sem 2, 2016 result of 36% to 39% of students achieving 6 months above the expected level. • Will improve from Sem 2, 2016 result of 9% to 12% of students achieving 12 months above expected level. By Sem 2, 2017 - AusVELS Teacher Judgements in Maths (Number): in Year 3 to Year 6: • Will improve from Sem 2, 2016 result of 30% to 33% of students achieving 6 months above the expected level. • Will improve from Sem 2, 2016 result of 25% to 28% of students achieving 12 months above expected level. By Sem 2, 2017 - AusVELS Teacher Judgements in English (Writing): in Foundation to Year 2: • Will improve from Sem 2, 2016 result of 33% to 36% of students achieving 6 months above the expected level. • Will improve from Sem 2, 2016 result of 4% to 7% of students achieving 12 months above expected level. By Sem 2, 2017 - AusVELS Teacher Judgements in English (Writing): in Year 3 to Year 6: • Will improve from Sem 2, 2016 result of 32% to 35% of students achieving 6 months above the expected level. • Will improve from Sem 2, 2016 result of 12%% to 15% of students achieving 12 months above expected level. 2017 NAPLAN Relative Growth – Year 3 to Year 5 for Numeracy (Number) and Writing show an increased percentage of students making 'high' growth and a decreased amount making 'low' growth when compared to 2016 data

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Teachers work collaboratively to develop a deep understanding of curriculum, instructional practice and using student data sets to inform planning and ensure students are taught at 'point of need' in Literacy and Numeracy.	Build teacher knowledge to gain a deeper understanding of implementing the new Victorian Curriculum F-10 that incorporates the Australian Curriculum and reflects Victorian standards and priorities. • Teams to audit current practice using Victorian curriculum document • Team Leaders to meet with Principal weekly to set weekly goals and ensure consistency in understanding and implementation at each year level. • Leading Teacher meet with Team Leaders weekly to support them to implement Victorian Curriculum • Whole School professional development on content of new curriculum • Curriculum day to focus on reviewing current Inquiry scope and sequence to ensure alignment with Victorian curriculum.	SIT Team Team Leaders Curriculum Leaders	End of Semester 1	6 months: 100% of semester one reports will report against the Victorian curriculum 100% of class teachers will evidence use of updated Inquiry scope and Sequence being used in planning and teaching Teacher PDP in 'Professional Knowledge' will show at mid-cycle that 90% of teachers are 'I could support someone else to understand the Victorian Curriculum', 'very confident' or 'confident' in planning with the Victorian curriculum. This will be reflected in their planning documentation. Teacher PDP in 'Professional Knowledge' will show at mid-cycle that 70% of teachers are 'I could support someone else to understand the Victorian Curriculum', 'very confident' or 'confident' in assessing against the Victorian curriculum. This will be reflected in their planning documentation.	● ● ●	Baseline Data: Teachers have completed some PD around the Victorian Curriculum and are starting to plan programs. To monitor the success of our implementation of the new curriculum we will survey staff at beginning, middle and end of 2017 to gauge confidence using the new framework. **February 2017:** 72.23% of teachers are 'I could support someone else to understand the Victorian Curriculum', 'very confident' or 'confident' in planning with the Victorian curriculum 44.45% of teachers are 'I could support someone else to understand the Victorian Curriculum', 'very confident' or 'confident' in assessing against the Victorian curriculum	$1500 curriculum day $1050 CRT release for part time staff to attend curriculum day $9600 to facilitate time release for Team Leaders Meetings $14,000 to facilitate Leading Teacher working with Team Leaders each week $40,000 to release a Leading Teacher to meet with team leaders	
				12 months: 100% of semester two reports will report against the Victorian curriculum 100% of class teachers will evidence use of updated Inquiry scope and Sequence being used in planning and teaching Teacher PDP in 'Professional Knowledge' will show at end-cycle that 100% of teachers are 'I could support someone else to understand the Victorian Curriculum', 'very confident' or 'confident' in planning and assessing against the Victorian curriculum. This will be evidenced in their planning and assessment documentation.	● ● ●			
	Build teacher capacity to work collaboratively in level teams to use	SIT Team Team Leaders	End of seme	6 months:	● ● ●	To monitor the success of our team collaboration and collective data analysis we will survey staff at beginning, middle		

	assessment data to plan differentiated learning based on student 'point of need'. • Teams to devise agreed protocols • Weekly team planning meetings which focus on the use of data to inform planning • Team Leaders to meet with Principal weekly to set weekly goals and feedback to teams • Peer observations • Team Leaders to visit other schools and participate in Professional Learning to develop their leadership skills and ability to lead data discussions and set actions based on these. • Team meetings and planning schedules will be structured in a way to allow teams to hold worthwhile data discussions • Regular moderation scheduled within team meetings to develop understanding of student achievement and the next steps in learning		ster Two	70% of classroom teachers are able to evidence the cycle of analysis of data, team discussion and differentiated learning and assessment for two identified students in their mid-cycle PDP Professional Practice Goal.		and end of 2017 and ask them to rate (from 1-10) how well; • They individually collaborate • Their teaching team collaborates to analyse data • Their teaching team collaborates to plan learning programs • Their teaching team collaborates to make administrative decisions • The staff collaborates as a whole **February 2017:** • Their teaching team collaborates to analyse data is 5.9 out of 10 • Their teaching team collaborates to plan learning programs is 6.9 out of 10	$5600 to allow Leading Teachers to facilitate moderation.	
				12 months: 'Trust in Colleagues' on the 2017 Staff opinion Survey will increase from 82.1% endorsement to 85% 100% of classroom teachers are able to evidence the cycle of analysis of data, team discussion and differentiated learning and assessment for two identified students in their end-cycle PDP Professional Practice Goal.	🔴 🟡 🟢			
	Build on leadership and cultural behaviours in collaboration by bringing individuals together through; • developing shared definitions of collaboration, • peer observations, • cross school moderation, • workbook scrutiny, • learning walks,	SIT Team, Team Leaders, Teachers		6 months: • Staff will score whole school collaboration to improve teaching and learning in the school at a combined average of 8 out of 10 • Staff will score SIT support for teams to collaborate effectively to improve teaching and learning at a combined average of 8 out of 10	🔴 🟡 🟢	To monitor the success of our team collaboration and collective data analysis we will survey staff at beginning, middle and end of 2017 and ask them to rate (from 1-10) how well; • The whole staff collaborates as a whole to improve teaching and learning in the school. • SIT supports teams to collaborate effectively to improve teaching and learning. **February 2017:** • The whole staff collaborates as a whole to improve teaching and learning in the school is 7.2 out of 10 • SIT supports teams to collaborate effectively to improve teaching and learning is 7.2 out of 10	$3150 to provide time release for Peer observation program	
				12 months: • Staff will score whole school collaboration to improve teaching and learning in the school at a combined average of 8.5 out of 10 • Staff will score SIT support for teams to collaborate effectively to improve teaching	🔴 🟡 🟢			

				and learning at a combined average of 8.5 out of 10 'Trust in Colleagues' on the 2017 Staff opinion Survey will increase from 82.1% endorsement to 85%				
	Develop and implement SKiPPS instructional Practice manual • Evaluate current Instructional Practice Manual • Investigate current Instructional practice models • Develop key criteria to gauge the effectiveness of the SKiPPS Instructional Practice manual. • Teachers to participate in self-assessment against the instructional practice manual to provide baseline data for 2018 AIP. • During Semester 2 regular whole staff Professional Development in the Instructional manual. • Structured Instructional walks and peer observation program to support staff develop and implement effective instructional practices. • Regular moderation scheduled within team meetings to develop understanding of student achievement and effective instructional practices to ensure growth.	SIT Team, Team Leaders, Curriculum Teachers, Teachers	Semester 2	6 months: Actions to commence in semester 2	● ● ●	To monitor the success of the development and implementation of the SKIPPS instructional Practice manual, we will survey staff at the beginning, middle and end of year to assess their understanding and usage of the document. **February 2017:** • 63% of staff are aware we have an instructional Practice Manual • Staff understanding of the strategies and contents of the manual is 4.1 out of 10 • Staff implementation of the strategies and contents of the manual is 4.0 out of 10	$40,000 of SRP funding for two Leading Teachers to develop our Instructional Practice manual.	
				12 months: 100% of teaching staff will have participated in peer observations related to an aspect of instructional practice as set out in the SKiPPS Instructional Practice Manual. • 100% of teachers will be aware we have an instructional Practice Manual • Staff understanding of the strategies and contents of the manual will be 7.0 out of 10 • Staff implementation of the strategies and contents of the manual will be 6.0 out of 10	● ● ●			

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	Initial – February 2017 *Seeking feedback - Evolving* *Schools have formal structures in place that allow for the seeking and receiving of regular feedback from experienced peers, such as mentoring arrangements.*

			Focused on student learning - Embedding *Teachers work together to develop effective strategies to monitor and diagnose changes in students' learning and progress, individually and collectively.* ***Involving inquiry, practice and technique in collaboration with other teachers - Embedding*** *Schools dedicate team planning and professional learning time for observation, assessment and evaluation of teaching practices. Teams work together to optimise student progress by adapting teaching, assessing the effectiveness of adapted teaching on learning and sharing what works.* ***Extended opportunities for professional learning - Evolving*** *Schools periodically review the effectiveness of teaching and learning programs, and use the information to plan extended opportunities for teachers to develop new and improved capabilities. This includes reviewing actual changes in practice and how these are embedded and sustained following formal professional learning programs.* **6 Months** **12 Months**
Curriculum planning and assessment	No	2 - Evolving	**Initial** **Schools allocate time and resources for the sharing of pedagogical content knowledge about the curriculum, the organisation of effective learning programs, and the planning of content-specific instruction.** **Schools encourage teachers to use formative assessment to identify gaps in students' learning, and to monitor the progress of each student. They discuss learning goals and both formative and summative assessment results regularly with students and parents/carers.** **6 Months** **12 Months**
Evidence-based high impact teaching strategies	No	2 - Evolving	**Initial** **Teachers generally use high-impact teaching strategies, such as discussing learning goals and progress with students, designing structured lessons that review prior learning and introducing key objectives, designing group tasks around learning goals, and checking for students' understanding.** **Schools set aside time for teachers and instructional leaders to work together to understand and model effective teaching strategies.** **6 Months** **12 Months**
Evaluating impact on learning	No	2 - Evolving	**Initial**

				Teaching teams work together using assessment data to monitor students' learning and progress as part of regular lesson planning and review. This includes providing and adapting learning programs that involve student and parent/carer feedback to improve learning outcomes and meet the needs of all students. Schools share learnings within and between teaching teams and departments. 6 Months 12 Months
Professional leadership	**Building leadership teams**	No	3 - Embedding	Initial Leaders prioritise collaborative professional learning, including observation and feedback, which is designed to help teaching teams at all levels to develop high-impact teaching approaches. They support teacher innovation, and ensure that ideas and findings are shared with other teachers. Leaders create a culture of respectful relationships and valuing of learning time throughout the school community, with clear communication structures. 6 Months 12 Months
	Instructional and shared leadership	No	2 - Evolving	Initial Informal leadership teams often make key decisions and also coordinate implementation across the school. Leaders use their expertise to guide the instructional program of the school, and to identify and foster effective teaching practice. Leaders provide time and resources for teacher collaboration. They encourage teachers to use student data to review the impact of their teaching approaches. 6 Months 12 Months
	Strategic resource management	No	3 - Embedding	Initial Leaders evaluate students' learning needs to inform recruitment and targeted allocation of teaching and support expertise. They prioritise resourcing for personnel, facilities and programs against key learning goals in a transparent way. Leaders review and share important achievements and learnings with the whole school community. 6 Months 12 Months
	Vision, values and culture	No	2 - Evolving	Initial

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Positive climate for learning				
				Leaders lead and further refine the development of the school vision and values. They use these as a guide together with school performance data, to inform learning and improvement goals, in consultation with teachers. They clearly illustrate how the goals should impact on teaching and learning practices in the school.
				All teachers can explain the school's learning goals.
				6 Months
				12 Months
	Empowering students and building school pride	No	1 - Emerging	Initial
				Schools encourage positive conversations with students that build their confidence and motivation for learning. Teachers take opportunities to recognise students' achievements, and give them some control over their own learning.
				Schools collect student feedback and opinions about school life.
				6 Months
				12 Months
	Setting expectations and promoting inclusion	No	3 - Embedding	Initial
				Schools actively monitor the wellbeing of their students. Teachers and students are committed to creating a positive learning environment, and supporting everyone's wellbeing.
				Schools consistently implement school-wide positive behaviour plans to ensure that students feel safe, learning time is maximised, and students are engaged. They minimise behavioural issues through preventative strategies, appropriate instruction, engaging learning spaces and class structures.
				6 Months
				12 Months
	Health and wellbeing	No	3 - Embedding	Initial
				Schools integrate teaching on social and emotional health throughout the curriculum. They work with students and families to ensure a consistent and supportive approach to student wellbeing in the school and at home. These are reinforced through targeted teaching and skill development.
				Schools promote wellbeing programs run in the local community, including through use of school facilities.
				Schools enact their Occupational Health and Safety Policy for all personnel.
				6 Months
				12 Months
	Intellectual engagement and self-awareness	No	1 - Emerging	Initial
				Teachers set learning targets for students and use strategies to help students think about their own learning.

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				Schools give consideration to a safe learning environment. They monitor student attendance and identify students at-risk of disengagement. 6 Months 12 Months
Community engagement in learning	**Building communities**	No	2 - Evolving	**Initial** **Schools discuss with parents/carers their respective roles in their children's education, including information events and parent teacher conferences. They create effective communication channels, and identify barriers to parental engagement.** **Schools work with community partners to access specific learning experiences, support and resources (intellectual or physical) not available within the school. They establish links with services that promote positive health and wellbeing of students and teachers, and that support specific, individual needs.** 6 Months 12 Months
	Global citizenship	No	2 - Evolving	**Initial** **Schools create opportunities for students to regularly engage with young people from other cultures, and develop inclusive values and perspectives. Programs involve students learning from international students about their respective cultures.** 6 Months 12 Months
	Networks with schools, services and agencies	No	2 - Evolving	**Initial** **Schools work with community partners to access specific learning experiences, support and resources (intellectual or physical) not available within the school. They establish links with services that promote positive health and wellbeing of students and teachers, and that support specific, individual needs.** 6 Months 12 Months
	Parents and carers as partners	No	2 - Evolving	**Initial** **Schools discuss with parents/carers their respective roles in their children's education, including information events and parent teacher conferences. They create effective communication channels, and identify barriers to parental engagement.** 6 Months 12 Months
Reflective comments:				