

# Annual Implementation Plan: for Improving Student Outcomes

School name: **Toora Primary School**

School number: 2253

Year: **2017**

Based on strategic plan: 2013 - 2016

Endorsement:

Principal (Acting) **Robert Tinker** Date

Senior Education Improvement Leader **Shane Wainwright** [date]

School Council President **Tara Hollier** Date

## 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
<ul style="list-style-type: none"> <li>To maximize learning outcomes for all students with a focus on individualized goal setting.</li> <li>To empower students to take greater responsibility for their learning.</li> <li>To ensure students access a safe, happy and stimulating learning environment that encourages students to be resilient, confident and persistent.</li> </ul>

Improvement Priorities	Improvement Initiatives	✓
<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:
<p>Toora Primary School strives for high student learning outcomes in all areas. Future goals and targets should be aspirational. Staff should be supported with professional learning, to embed consistent and explicit high impact teaching strategies that encourage students to take ownership of their learning. The Victorian Curriculum has recently been introduced and is expected to be implemented in 2017. Work will continue to align the school's curriculum with the new learning achievement standards.</p> <p>The school should continue to celebrate and acknowledge student successes and promote the school in the wider community. It was suggested that the school continue to refine approaches to engagement in learning, particularly approaches to empower students to have increased ownership and voice in their learning.</p> <p>The school should continue its caring approach to student wellbeing and collective responsibility for all students.</p>



### 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: <b>Building practice excellence</b>	<ul style="list-style-type: none"><li>• Develop and document an agreed instructional model. May include VCOP, Habits of Mind...</li><li>• Develop and implement a strategy to build student's oral language and writing skills.</li><li>• Embed individual student goal setting into the school curriculum and assessment.</li></ul>
Positive climate for learning: <b>Empowering students and building school pride.</b>	<ul style="list-style-type: none"><li>• Develop a strategy to promote increased levels of student voice and leadership utilizing goal setting and student feedback.</li><li>• Engage in professional learning to build teacher capacity to utilize high impact teaching strategies in differentiated and personalized learning.</li></ul>
Positive climate for learning: <b>Setting expectations and promoting inclusion</b>	<ul style="list-style-type: none"><li>• Develop a strategy for the teaching of social skills and emotional health that utilizes programs that will improve student wellbeing.</li><li>• Develop an agreed approach to building positive relationships that utilizes increased use of student voice, agency and leadership.</li></ul>

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Framework for Improving Student Outcomes



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## 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		To maximize learning outcomes for all students with a focus on individualized goal setting.							
IMPROVEMENT INITIATIVE		Building practice excellence							
STRATEGIC PLAN TARGETS		Increase the percentage of students achieving high relative growth in all assessments. Increase the number of students achieving assessed at or above the NAPLAN National Minimum Standard (NMS) in writing and spelling. Increase the percentage of students achieving at or above the expected levels in the Speaking & Listening Vic curriculum assessments							
12 MONTH TARGETS		<i>Increase the number of students achieving assessed at or above the NAPLAN National Minimum Standard (NMS) in writing and spelling.</i>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
Estimate	YTD								
Develop and document an agreed instructional model. May include re-establishing VCOP, investigating and/or implementing strategies associated with Costa and Kallick's <i>Habits of Mind</i> .	Revisit VCOP strategies, acquire resources, seek and participate in PD if available, introduce elements of the model in priority order based on perceived greatest need.	Teachers	By the end of Term 3	6 months: Teachers have an understanding of the VCOP Big Write methodology.	● ● ●	Teachers have isolated at least three elements of VCOP to begin introducing to students and have visible learning artefacts available to students in all learning spaces.	\$500		
				12 months: Increase in the percentage of students achieving high relative growth in all assessments.	● ● ●	Student report comparison where under-achievers gain more than 1 year's growth in core subjects.	\$1500		
Develop and implement a strategy to build student's oral language and writing skills.	If moving forward, then physical resources (learning kits) as utilised by Bass Valley PS will need to be purchased and implemented as an integral part of the curriculum delivery. Oral literacy skills can be improved by a general increase in that element during normal classroom practice.	Principal Teachers	By the end of Term 3	6 months: Participation in a joint Welshpool Toora program study of oral language in partnership with Federation University.	● ● ●	NAPLAN DATA			
				12 months: Elements of the oral literacy program will be established.	● ● ●	Increase the percentage of students achieving at or above the expected levels in the Speaking & Listening Vic curriculum assessments.	Up to \$2000 if required		
Embed individual student goal setting into the school curriculum and assessment.	Re-establish VCOP writing program by, reclaiming the learning space, acquiring PD for staff unfamiliar with the method, and constructing visible learning artefacts for the teaching/learning spaces.	Principal Teachers	By the end of Term 3	6 months: Increase in the number of students achieving assessed at or above the NAPLAN National Minimum Standard (NMS) in writing and spelling.	● ● ●	NAPLAN DATA	\$500		
				12 months: VCOP method fully established and operational with students acting upon their own self assessments and goals to improve upon their previous efforts.	● ● ●	All students' writing portfolios will show that goals which have been set by individuals have been addressed and improved upon over time.	\$500		



## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		To empower students to take greater responsibility for their learning.						
<b>IMPROVEMENT INITIATIVE</b>		Empowering students and building school pride.						
<b>STRATEGIC PLAN TARGETS</b>		Increase the percentage of students achieving high relative growth in all assessments. Increase the number of students achieving assessed at or above the NAPLAN National Minimum Standard (NMS) in writing and spelling. Increase the percentage of students achieving at or above the expected levels in the Speaking & Listening Vic curriculum assessments						
<b>12 MONTH TARGETS</b>		Increase the percentage of students achieving high relative growth in all assessments.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a strategy to promote increased levels of student voice and leadership utilizing goal setting and student feedback.	Re-establish Junior School Council or School Captains as a formal entity with a voice at School Council meeting.	Principal	End of Term 2	6 months: Student rep present at School Council meetings. Student Rep elections complete and meetings conducted prior to each Adult school council meeting.	● ● ●	School Council minutes recording ideas put forward by Student Voice and reports indicating when and how they were acted upon.	\$0	
	Within concept areas, creating learning tasks that will allow some degree of student decision in their learning pathway. (eg. Concept: Endangered Animals – choice of which animal to study.)	Teachers		Evidence of student tasks set by teachers where students have chosen their own direction to some extent.		● ● ●		
	Incorporate regular use of oral reporting/presenting assessments as one means of improving student oral literacy and self-expression.	Teachers		12 months: Some ideas presented by Student Voice accepted and acted upon by the Regular school council. Recorded evidence of student presentation of assessment items requiring an oral report.				
Engage in professional learning to build teacher capacity to utilize high impact teaching strategies in differentiated and personalized learning.	In-House PD on the use and management of trial <u>adaptive software</u> : Reading Plus and Lexia Core 5.	Teachers	By end of Term 2	6 months: All teachers will understand and manage the adaptive software programs Reading Plus and Lexia Core 5 during regular classroom use.	● ● ●	Improve the levels of student motivation, stimulating learning and learning confidence, teacher effectiveness and teacher empathy. (Student Survey)	\$0	
	Teacher release to visit expert teachers in local schools to acquire tips and skills that enhance curriculum delivery.			12 months: All teachers will be able to generate benchmarking and assessment reports associated with Reading Plus and Lexia Core 5.		● ● ●		



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		To ensure students access a safe, happy and stimulating learning environment that encourages students to be resilient, confident and persistent.						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		Setting expectations and promoting inclusion						
<b>STRATEGIC PLAN TARGETS</b>		Improve the indicators of student feedback in the areas of wellbeing and safety. Decrease the rates of student absences and lateness to school.						
<b>12 MONTH TARGETS</b>		Decrease the rates of student absences and lateness to school.						
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>			
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>	
							<b>Estimate</b>	<b>YTD</b>
Develop a strategy for the teaching of social skills and emotional health that utilizes programs that will improve student wellbeing.	Continue with Circle time sessions to reinforce school values.  Incorporate social skills learning via Health and P.E. curriculum delivery utilising "Talk About" resources.  Investigate other formalised programs designed to assist with the acquisition or improvement of social skills.  Focus Life Ed Van lesson content on resilience and drug education.	All Teachers		6 months: A reduction in student conflicts, particularly in the playground.  Fewer late-comers and non-sick absentees.	● ● ● ● ● ●	Improve the indicators of student feedback in the areas of wellbeing and safety.  Decrease the rates of student absences and lateness to school.	\$100 0	
Develop an agreed approach to building positive relationships that utilizes increased use of student voice, agency and leadership.	This KIS is an overlap to the Student Voice actions listed in Initiative 2.  Introduce more Buddy activities to bring the junior and senior students together.  Establish a friendship seat.			12 months:  The average absentee rate per capita for the year to be at least 30% less than 2016.  All students qualify for the term 3 reward activity as a result of improved attendance and lower lateness rate.	● ● ● ● ● ●			



## 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>	Yes	2 - Evolving	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	No	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	<b>Building leadership teams</b>	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
Positive climate for learning	Vision, values and culture	No	Select status	
	<b>Empowering students and building school pride</b>	Yes	1 - Emerging	
	<b>Setting expectations and promoting inclusion</b>	Yes	2 - Evolving	
	Health and wellbeing	Yes	Select status	
Community engagement in learning	Intellectual engagement and self-awareness	No	Select status	
	<b>Building communities</b>	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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>Considerations for 2018:</b>				

