

Annual Implementation Plan: for Improving Student Outcomes

School name: Albert Park Primary School

Year: 2017

School number: 1181

Based on strategic plan: 2014-2017

Endorsement:

Principal Elaine Mills

5/12/2016

Senior Education Improvement Leader Sarah Burns

School council Andrew Wilson

13/2/2017

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"> Differentiate the curriculum through personalised pathways that reflect 21st century competencies Build staff capacity in data literacy and interpretation that leads to appropriate learning interventions. 	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.

EXCELLENCE IN TEACHING AND LEARNING: Over the last three years our student achievement in Mathematics has targeted elevating the school mean cohort score in NAPLAN Numeracy to be above the state mean score. During that time our score has improved by 101 points from 430 to 531. For our target in 2017 we do not want to look at parity with State mean scores because they are too low. Because of our demographic profile (0.1553) we will aim for parity with the regional like school scores which continue to rise. Writing was also a focus for 2016 to reach parity with similar school scores.

In 2016 we elevated our high performing students through the scaffolding Numeracy Program in grades 4-6, implementing the Tournament of Minds, entering the Australian Maths Competition, Maths Olympiad and the ICT Young Explorers competition, which one grade 5-6 team won at a National level.

We are making growth, but we would like the students to be driving it. We are developing our students' capacity to take a more active role in their learning, in line with making learning visible in every classroom, through embedded Learning Intentions, Success Criteria and Feedback according to those sources.

In 2017 we will aim on bringing parity with similar school scores in all NAPLAN matched cohort scores for Numeracy, Reading and Writing.

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"> Teacher capacity built to provide effective feedback to students on their learning High quality leadership model at all levels through whole school succession planning Differentiating our curriculum through implementing the new Victorian Curriculum and data analysis

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	<p>Achievement: To improve student learning outcomes in Mathematics Engagement: To improve students' engagement in their own learning Wellbeing: To improve student resilience Productivity: To align the allocation of staffing expertise to priority learning areas to maximise student learning outcomes at key year levels.</p>
IMPROVEMENT INITIATIVE	We will aim to bring parity with similar school scores in all NAPLAN matched cohort scores for Numeracy, Reading and Writing.
STRATEGIC PLAN TARGETS	<p>Achievement: Increase the school mean for all dimensions of English and Maths in the Teacher Judgements against Victorian Curriculum AusVELS School Report and NAPLAN matched cohort school mean to be above the state mean in Numeracy. Engagement: In the Attitudes to school Survey all teaching and learning scores to be at or above the regional mean score. Wellbeing In the Attitudes to School Survey, all teaching and learning scores to be at or above the regional mean score Productivity All areas will have reached regional mean in the staff survey</p>
12 MONTH TARGETS	<ul style="list-style-type: none"> Review all school data in GradeXpert and all DET data to prepare for school review and write new School Strategic Plan in keeping with DET guidelines and time schedule.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Teacher capacity built to provide effective feedback to students on their learning High quality leadership model at all levels through whole school succession planning	1 Two half day Feedback curriculum days and ongoing whole staff professional learning	Leading Teachers Jane and Mel	March 14 th , April 24 th & designated staff meetings	6 months: Staff Professional Learning Completed ● ● ●			\$3600	
				12 months: Evidence of effective feedback in classrooms based on the PD delivered in terms 1&2. There will be 10% greater growth in the PAT Maths and English cohort mean scores for 2016/17 compared to 2015/16. ● ● ●				
	2 Ensure clear instructions on Learning Intentions and Success Criteria for all units of work	Student Improvement Team Leader ensures action is completed at each grade level and specialists program Prep: Anna Grade 1 :Prue, Grade 2: Cassie, Grade 3: Bron, Grade 4: Leah, Grade 5: Cam, Grade 6: Nick Specialists: Michael.	Before the commencement of each unit at planning days and refined during the weeks of unit	6 Months .Learning Intentions and Success Criteria on all Semester One Units of work ● ● ●			\$5120	
				12 months: Learning Intentions and Success Criteria on all Semester Two Units of work ● ● ●				

	3 Leadership/Visible Learning Leader will develop the Action Plan, using Timperley's Model for feedback.	3.Visible Learning Leader-Rose and Curriculum Team-Sue, Jane and Mel	Developed by March 31st	<p>6 months: Action Plan developed and implemented as per timeline. Teachers have evidence of feedback to students which addresses; Where am I going? How am I going? Where do I go next?</p>				\$2000
				<p>12 months: Each student has used digital technology to provide feedback on their achievement of their Learning Intention and Success Criteria, on a minimum of 10 posts to parents and teachers</p>	● ● ●			
	4.The SIT leaders will drive and monitor the feedback action plan across their PLC teams	Student Improvement Team Leader ensures action is completed at each grade level and specialists program	Assessment of Feedback effective from specified grade end of term 3, via Google Forms	<p>6 months: Professional Learning Community minutes show evidence of a discussion of feedback action plan.</p>	● ● ●			\$5120
		Prep: Anna Grade 1 :Prue, Grade 2: Cassie, Grade 3: Bron, Grade 4: Leah, Grade 5: Cam, Grade 6: Nick Specialists: Michael		<p>12 months: Action Plan developed and implemented as per timeline. Teachers provide feedback to a student that is timely, specific and constructive. Students can articulate:</p> <ul style="list-style-type: none"> • Where am I going? • How am I going? • Where do I go next? <p>Recommendations from the school visits for future directions and strategies to be a part of the School review.</p>	● ● ●			
	5 Teachers will give students regular feedback on task, process, self-regulation and self-levels according to the Timperly feedback model	All teachers	By mid cycle PDP	<p>6 months: Teachers have a video recording of them giving feedback to at least five students within one lesson, demonstrating task, process, self-regulation and self-level.</p>	● ● ●			\$7600
				<p>12 months: No evidence collected in second semester due to school review to be completed by end of term 3</p>	● ● ●			
	6.Enable students to give real time feedback on the achievement of their Learning Intention and Success Criteria to teachers and parents, using digital technology	Digital Technology leaders Zeke and Rose with all teachers to implement SeeSaw	Set up and implemented by end of term one.	<p>6 months: Each student has used digital technology to provide feedback on their achievement of their Learning Intention and Success Criteria, on a minimum of 5 posts to parents and teachers</p>	● ● ●			\$5000
				<p>12 months: Each student has used digital technology to provide feedback on their achievement of their Learning Intention and Success Criteria, on a minimum of 10 posts to parents and teachers</p>	● ● ●			

	7. Leadership team will have investigated two higher performing schools in our to determine what they are doing in Maths and English in grades 3 and 4 to maintain their high similar school scores for NAPLAN.	Elaine, Sue, Jane and Mel	By the 23 rd of March as long as the data is available and able to be released to us.	<p>6 months: A proforma will be devised with APPS current practice and the two schools visited to compare and analyse the differences and whether there are strategies which can be adopted to improve our practices.</p> <p>12 months: The information gathered may inform the new School Strategic Plan</p>	<p>● ● ●</p> <p>● ● ●</p>		\$1200	
Differentiating our curriculum through implementing the new Victorian Curriculum and data analysis	1 Implementing the Victorian Curriculum and PAT Bands to inform teaching and learning	<p>Student Improvement Team Leader ensures action is completed at each grade level and specialists program</p> <p>Prep: Anna Grade 1 :Prue, Grade 2: Cassie, Grade 3: Bron, Grade 4: Leah, Grade 5: Cam, Grade 6: Nick Specialists: Michael</p> <p>Senior leadership team : Elaine, Sue Jane Mel</p>	PAT Band recorded in planning documents to outline the differentiation for Maths and English.	<p>6 months: PAT Band recorded in planning documents to outline the differentiation for Maths and English. Victorian Curriculum, evidenced in the "I can" statements. Victorian Curriculum teacher judgements (supported by three pieces of evidence) - student mean growth (June 2016-June 2017) will be more than 1.0 across all areas of English and Maths, with the target of every child achieving a minimum of 1.0 growth.</p>	● ● ●		\$11,000 and Leading Teacher time allocation of \$55,000	
				<p>12 months: Victorian Curriculum Implemented across the school. Our pedagogy documents and planning documents are all aligned with the Victorian Curriculum.</p> <p>Victorian Curriculum teacher judgements (supported by three pieces of evidence) - student mean growth (December 2016-December 2017) will be more than 1.0 across all areas of English and Maths, with the target of every child achieving a minimum of 1.0 growth.</p>	● ● ●			
	2.Differentiating the curriculum through team planning and data analysis at PLC Meetings	PLC Teams- Lead by SIT Leaders- Anna, Prue, Cass, Bron, Leah, Cam, Nick, Michael and Leading Teachers-Mel and Jane	Weekly team planning and PLC meetings	<p>6 months: PLC meeting minutes show evidence of data discussions</p>	● ● ●		Part of equity funding \$5640	
				<p>12 months:</p>	● ● ●			
	3 Improve data literacy, interpretation and accuracy by triangulating data from multiple sources of data	All teachers in grades 1-6 Monitored by	February- scale score converted to a Band score for	<p>6 months: Bands were converted from PAT Scale Score Data recorded in GradeXpert.</p>	● ● ●		\$1920	

		Curriculum Team : Sue Jane Mel	PAT Data- for every student on GradeXpert	2016 end of year student achievement data was triangulated and used to inform planning and differentiated learning groups.				
				12 months: <ul style="list-style-type: none"> Achievement data in all five areas of NAPLAN compared to similar schools. Matched cohort growth in NAPLAN at or above SFO mean in all five areas of NAPLAN There will be 10% greater growth in the PAT Maths and English cohort mean scores for 2016/17 compared to 2015/16. 	● ● ●			

Section 4: Annual Self-Evaluation

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 FISO Page 12	Yes	2 - Evolving	Initial 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 Teachers use assessment information to evaluate and identify gaps in student learning following programs of teaching. Involving inquiry, practice and technique in collaboration with other teachers Schools create time for teachers to collaborate together to develop their evaluative skills i.e. in developing, implementing and evaluating approaches to assessment and teaching. Teams monitor the impact of discrete teaching strategies on learning, and adapt teaching to advance students' progress. Extended opportunities for professional learning 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 FISO page 13	No	3 - Embedding	Initial Teaching teams regularly update their knowledge of curriculum content and how to teach it effectively. They operate teams that research and plan teaching strategies based on the different ways that students think about specific content areas as well as student diversity in ability and in cultural, racial, ethnic and social backgrounds. The teams also observe, review and evaluate the effectiveness of different approaches. Teachers use appropriate formative and summative tools to evaluate student learning, to give frequent individual feedback, and to review and adjust goals with students and their families. 6 Months 12 Months

	Evidence-based high impact teaching strategies FISO Page 8	No	3 - Embedding	<p>Initial Teachers tailor high-impact strategies to differentiate learning tasks. They use student data and information to set individual learning goals. Lesson design allows for checking for understanding and re-teaching, and/or extension, helping students to choose effective learning strategies, and guiding advanced students to self-reflect and provide peer feedback.</p> <p>Schools establish professional teams that use current research to evaluate and improve their use of effective learning strategies.</p> <p>6 Months</p> <p>12 Months</p>
	Evaluating impact on learning FISO page 6	No	3 - Embedding	<p>Initial Teaching teams consistently use student assessment results to plan and evaluate their own teaching, and then adapt and differentiate their approaches to improve students' engagement and learning.</p> <p>Learning settings ensure that assessment activities are accessible for all learners and provide appropriate opportunities to demonstrate their level of proficiency.</p> <p>Schools have a well-planned and documented assessment schedule, which is implemented.</p> <p>Schools allocate time and resources for teaching teams to plan, evaluate and reflect together. This provides opportunities for teacher professional learning that has a focus on how well they are progressing students' learning.</p> <p>Schools ensure that learnings are documented, shared, and put into practice.</p> <p>6 Months</p> <p>12 Months</p>
Professional leadership	Building leadership teams FISO page 16	No	3 - Embedding	<p>Initial Leading teacher professional learning</p> <p>Leaders ensure that effective professional learning is a priority for the school.</p> <p>Leaders use their own instructional expertise to help develop high-impact teaching approaches.</p> <p>Developing in-school communication</p> <p>Leaders put clear, formal, structures in place for the whole school community to communicate with each other.</p> <p>Leaders establish structured learning teams and opportunities for observation and feedback.</p> <p>Providing a safe environment for teachers</p> <p>Leaders foster respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn.</p> <p>Leaders encourage innovation, and provide regular opportunities to share ideas and findings.</p> <p>6 Months</p> <p>12 Months</p>
	Instructional and shared leadership FISO page 17	No	3 - Embedding	<p>Initial Schools have a designated leadership team, and leaders who take an active role in designing the instructional program of the school. Schools have an agreed pedagogical framework which incorporates models of instruction.</p> <p>Leaders regularly evaluate teaching practices in the school, and develop the skills of their teachers. They set up professional networks and teams for teachers to challenge and develop their instructional practices.</p> <p>Student data is used by teachers to periodically evaluate curricular, instructional and assessment practice. This data is also used by leaders to understand the impact of teaching and learning practices in the school.</p> <p>6 Months</p> <p>12 Months</p>
	Strategic resource management FISO page 21	No	4 - Excelling	<p>Initial</p> <p>Strategic use of human capital</p> <p>Leaders integrate student achievement data into goal setting, professional development and strategic resource planning processes. They create</p>

Positive climate for learning				<p>challenging 'stretch' roles for senior teachers and leaders, and match teachers' strengths to the different needs of students in the school. They recruit specific expertise that is required to meet the schools' learning goals and the diverse needs of students</p> <p>Aligning resources to meet goals Schools operate governance and decision-making processes that ensure all resourcing decisions directly align with strategic learning priorities, and are evaluated in terms of the impact on student outcomes. Leaders constantly target available resources where they will have the greatest impact on students, and leverage community resources to meet specific needs.</p> <p>Recognise and celebrate success Leaders use data and evidence of students' progression to recognise and reward exceptional teaching. This includes development opportunities and additional responsibilities linked to career progression. They evaluate failures as learning opportunities that inform professional development planning and coaching, create clear expectations for changes in practice, and deliberately celebrate when they lead to improvement and success.</p> <p>6 Months</p> <p>12 Months</p>
	Vision, values and culture FISO page 19	No	4 - Excelling	<p>Initial</p> <p>The school vision and values are strongly embedded in the everyday practices and interactions of the whole school community. Leaders co-design focused and challenging learning goals with teachers, based on deep understanding of patterns in students' achievement. They set clear expectations that these goals should be central to all planning, processes and activities across the school community.</p> <p>Leaders are a driving force for overcoming barriers and starting new research-based initiatives. They ensure that evidence of students' progress is used to evaluate and revise goals and strategies.</p> <p>Teachers are unified and committed to achieving the learning goals, and can explain the reasoning behind them.</p> <p>6 Months</p> <p>12 Months</p>
	Empowering students and building school pride FISO page 26	No	3 - Embedding	<p>Initial</p> <p>Schools build positive relationships with all students. They use explicit strategies to motivate students to set and reach their own challenging goals. Assessment data is used to help students see the progress they are making, and to celebrate their achievements.</p> <p>Students collaborate with teachers on developing aspects of teaching and learning e.g. to research and evaluate trial approaches and innovations.</p> <p>6 Months</p> <p>12 Months</p>
	Setting expectations and promoting inclusion FISO page 23	No	4 - Excelling	<p>Initial</p> <p>Schools have comprehensive processes to monitor the wellbeing of all students. Schools and community partners improve students' individual and collective wellbeing using targeted and holistic programs.</p> <p>Schools have integrated instructional and behavioural programs, to ensure students are engaged, motivated and thriving. They minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.</p> <p>6 Months</p> <p>12 Months</p>
	Health and wellbeing FISO page 28	No	4 - Excelling	<p>Initial</p> <p>Schools' commitment to the health and wellbeing of all students and school personnel is evident in their curriculum, professional learning, physical spaces and policies. Schools ensure that every student has a strong, positive and secure relationship with a member of the school. Teachers are mindful of actual or potential health issues of individual students, and discuss these issues as they arise.</p>

Community engagement in learning				<p>The school engages with community health specialists using assessments and data to plan, evaluate and improve health policies and programs.</p> <p>6 Months</p> <p>12 Months</p>
	Intellectual engagement and self-awareness Page 31	No	3 - Embedding	<p>Initial</p> <p>Students and teachers use assessment data to develop challenging learning goals together. Students are taught effective self-regulated learning strategies, and use them to monitor their own progress.</p> <p>Schools regularly discuss school completion and post-compulsory options with students and their parents/carers. Respect for learning is demonstrated school wide. The school continually monitors individual student engagement, and runs targeted programs to engage at-risk and disconnected students.</p> <p>6 Months</p> <p>12 Months</p>
	Building communities FISO page 38	No	3 - Embedding	<p>Initial</p> <p>Schools establish common strategies, expectations, rules and guidelines for student learning and behaviour in school and at home, and ensure there are regular discussions about students' progress.</p> <p>Schools provide resources for parents/carers to support home learning through specific evidence-based activities and use digital communication tools, e.g. email.</p> <p>Schools seek potential partners on the basis of their capacity to address identified needs e.g. to challenge low expectations and to close gaps in achievement for specific groups, to create applied learning opportunities, or facilitate successful transitions.</p> <p>6 Months</p> <p>12 Months</p>
	Global citizenship FISO page 41	No	1 - Emerging	<p>Initial</p> <p>The Victorian curriculum is enacted in ways that students learn about different cultures, including their own, and develop an awareness of the rights and responsibilities of citizens in a globalised world.</p> <p>6 Months</p> <p>12 Months</p>
Networks with schools, services and agencies FISO page 35	No	3 - Embedding	<p>Initial</p> <p>Schools seek potential partners on the basis of their capacity to address identified needs e.g. to challenge low expectations and to close gaps in achievement for specific groups, to create applied learning opportunities, or facilitate successful transitions.</p> <p>Students' learning environment extends beyond the school's physical boundaries, and they are connected into facilities, expertise and knowledge in the broader community.</p> <p>6 Months</p> <p>12 Months</p>	

	Parents and carers as partners FISO page 33	No	4 - Excelling	<p>Initial</p> <p>Schools, parents/carers and students regularly plan and share information about students' behaviour, learning and progress. Schools work collaboratively with parent/carers in developing targeted materials that focus on students' effort and persistence.</p> <p>Leaders regularly evaluate and improve the school's efforts to engage families in learning and social activities. Parents/carers routinely promote the school and celebrate its successes.</p> <p>6 Months</p> <p>12 Months</p>
--	--	-----------	----------------------	--

Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Next Steps:

Confidential cohorts analysis:

Priority Cohorts

PDS Students

- SSG meetings every term with parents, class teacher, Assistant Principal (SVVL). Leading Teacher where required and ES staff, to develop and monitor individual Education Plans (IEP)
- Academic tracking through GradeXpert monitored by the Leading Teachers
- Planning for differentiated curriculum that explicitly outlines modifications and sets tasks that target the point of need for the students.
- Modifications to the homework load and increased time allowance in classrooms
- Literacy support, including LLI Program, delivered by ES staff allocated to students
- Visiting Teacher Service for Hearing Impaired students
- Student well-being support such as counseling with social worker, social skills programs and visual cues.

Learning Disability

- Planning for differentiated curriculum that explicitly outlines modifications and sets tasks that target the point of need for the students.
- Modifications to the homework load and increased time allowance in classrooms
- Academic tracking through GradeXpert monitored by the Leading Teachers
- SSGs as required with parents, class teacher, Assistant Principal (SWL) and Leading Teacher
- Individual Education Plans (IEP) will be developed and monitored each term

EAL Students

- Academic tracking through GradeXpert monitored by the Leading teachers.
- New Arrivals Program for assessment and recommendations
- Students in grade 1 and grade 3 access the LLI program. There are two teachers dedicated to the LLI program
- Planning for differentiated curriculum that explicitly outlines modifications and sets tasks that target the point of need for the students.
- Individual Education Plans (IEP) will be developed and monitored each term

High Ability Students:

- Planning for differentiated curriculum that explicitly outlines extending prompts and sets tasks that targets the point of need for the students
- Academic tracking through GradeXpert monitored by the Leading Teachers
- Tournament of the Minds, Australian Mathematics Competition, Maths Olympiad and writing competitions
- ICT Young Explorers competition
- Participation in Zone, District and State Level Sports
- Participation in community arts, music and sports competitions

Vulnerable Students:

- Kids Matter risk/protective factor assessment completed for each student
- Regular well-being meetings with school funded social worker
- Discussion about students on the agenda at all PLC meetings
- Academic tracking through GradeXpert monitored by Leading teachers

There are no Out of Home, Koorie or Refugee students at APPS

Coherence:

- The plan has vertical coherence by reflecting on the intention of the School Strategic Plan 2014-2018.
- There is horizontal coherence because of the connection between the goal, strategy, actions and success measures and targets.
- This AIP 2017 builds on the previous work of 2014, 2015 and 2016.

