

Annual Implementation Plan: for Improving Student Outcomes

School name: Huntingdale Primary School

Year: 2017

School number: 4716

Based on strategic plan: 2017-2020

Endorsement:

Principal - Kate Gray 09/02/2017

Senior Education Improvement Leader - Mark Flack 09/02/2017

School Council - Chris Leffler 21/02/2017

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.

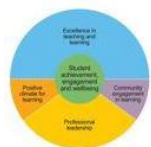
School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
1. To improve student learning and achievement in literacy (with a particular emphasis on writing) and numeracy across the school. 2. To improve student engagement by building a student-centred learning culture. 3. To build the partnership between the parents and families, the school and the community 4. To create an inclusive, safe and secure learning environment through the implementation of a positive social emotional approach	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:	
Huntingdale Primary School is in its first year of its new Strategic Plan. In 2017 the school is embarking on a new leadership structure that better aligns with the goals in the strategic plan and capitalises on the employment of a substantive leading teacher. The school aims to continue its work on establishing a whole school approach to student wellbeing and developing student leadership. Work will also continue on the VOICES+P writing model and improving spelling teaching and achievement. Work is to begin in the area of numeracy by linking our instructional model to the numeracy block and building our understanding of effective numeracy practice.	
Key improvement strategies (KIS)	
Improvement initiative:	Key improvement strategies (KIS)
Excellence in teaching and learning	1.1 Document and implement a guaranteed and viable curriculum – identify essential learnings and assessment in literacy (English and Japanese) – reading, writing, speaking & listening, numeracy and inquiry. 1.2 Document and implement an agreed research-based classroom curriculum delivery model in numeracy. 1.3 Build and develop a whole school approach to the collection and use of data and evidence to track students learning and growth in English and in Japanese.
Positive climate for learning	4.1 Consolidate implementation of 'Play is the Way' and introduce the '3R's Approach' including teacher professional development and include students in the process. 4.2 Implement the ACER Social Emotional Wellbeing Survey for Years 1-6. 4.4 Promote and develop student leadership.
Professional Leadership	1.4 Build leadership capacity to lead change and embed accountability across the school. Focus on instructional and shared leadership through coaching.



Section 2: Improvement Initiatives

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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1.1 Document and implement a guaranteed and viable curriculum – identify essential learnings and assessment in literacy (English and Japanese) – reading, writing, speaking & listening, numeracy and inquiry.	Establish how Gradual Release of Responsibility & VOICES+P Menu can be linked to English, Japanese and Inquiry Learning, including further teacher professional development linked to WALT and WILF	Achievement Team Classroom Teachers Engagement Team Principal & AP	Terms 1-4	6 months: School Calendar to show PD times and foci Literacy Coaching sessions on VOICES+P & inquiry links 12 months: VOICES+P documented in curriculum planning documents with inquiry links Teachers weekly planning documents to show evidence of using VOICES+P	● ● ●	90% of students achieving one year's growth in Victorian Curriculum teacher judgements in writing 78% Year 3 students achieving the top 2 bands in NAPLAN spelling 42% Year 5 students achieving the top 2 bands in NAPLAN spelling 35% high growth and 15% low growth in NAPLAN spelling		
	Implement 'Words Their Way' a developmental spelling inquiry based approach across the school	Achievement Team All Classroom Teachers Principal & AP	Terms 1-4	6 months: School Calendar to show PD sessions 'Words Their Way' Assessment implemented and recorded on Grade Xpert Teachers implementing activities in classrooms- documented in classroom teaching programs 12 months: Literacy Coaching sessions on Words Their Way 'Words Their Way' to be imbedded in team planning documents 'Words Their Way' Assessment data analysed for learning improvements	● ● ●	90% of students achieving one year's growth in Victorian Curriculum teacher judgements in writing 70% Year 3 students achieving the top 2 bands in NAPLAN spelling 55% Year 5 students achieving the top 2 bands in NAPLAN spelling 20% high growth and 20% low growth in NAPLAN spelling		
	Classroom Teachers involved in learning walks and collegiate visits focused on writing and spelling	All Classroom Teachers	Terms 2-4	6 months: Collegiate visit timetable and feedback sheets Teachers sharing sessions on collegiate visits 12 months: Collegiate visit timetable and feedback sheets Evidence of learning walks- feedback sessions	● ● ●	Increase in the SOS Collective Focus on Student Learning		
	Productivity Goal Effectively use equity funding to improve student learning outcomes in literacy	Principal Assistant Principal Business Manager Support Teachers	Terms 1-4	6 months: Establish role and responsibilities for student support across the school Equity Funding to be allocated to Integration and Achievement Budget Lines Timetable to show student support times Student support allocations list 12 months: Budget expenditure reports Student support allocations list School Timetable	● ● ●	Victorian Curriculum data to reflect a reduction in students achieving a 'D' or 'E'		
1.2 Document and implement an agreed research-based classroom curriculum delivery model in numeracy.	Develop a whole school teaching approach for numeracy incorporating SURF and the Gradual Release of Responsibility instructional model	Achievement Team Classroom Teachers Principal & AP	Terms 1-4	6 months: Numeracy Instructional Model established and documented Pilot group trial up and running School Calendar showing Numeracy PD times Collegiate Visits focusing on Numeracy in Term 2 12 months: Numeracy Instructional Model refined Pilot group sharing learnings with staff Agreed Numeracy instructional model	● ● ●	90% of students achieving one year's growth in Victorian Curriculum teacher judgements in all mathematics strands 58% Year 3 students achieving the top 2 bands in NAPLAN mathematics 50% Year 5 students achieving the top 2 bands in NAPLAN mathematics 28% high growth and 20% low growth in NAPLAN mathematics		
	Engage a pilot group of interested teachers to evaluate numeracy program and future planning	Pilot Group	Terms 1-4		● ● ●			
	Implement Essential Assessments and Mangahigh across the school and link these to the assessment and teaching process	All Teachers Achievement Team Principal & AP	Terms 1-4	6 months: Essential Learning data on Grade Xpert Team Coaching sessions on using Essential Assessments data for teaching purposes PD sessions on using Essential Assessments and Mangahigh 12 months: Comparison data on Grade Xpert for Essential Assessments to show 12 months growth in 12 months Team and Classroom Planning documentation to show use of Mangahigh and Essential Assessments and foci for teaching groups	● ● ●	Baseline Data for Essential Assessments		
					● ● ●	Comparison data sets for Essential Assessments- measure the impact on student achievement		



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.

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STRATEGIC PLAN TARGETS	<p>Student Attitudes to School survey Results to exceed previous years means scores in the following factors:</p> <table border="1"> <thead> <tr> <th><i>Student Relationships factor</i></th> <th>Classroom Behaviour</th> <th>Student Safety</th> <th>Connectedness to Peers</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>2.92</td> <td>4.41</td> <td>4.18</td> </tr> <tr> <td>2017</td> <td>3.00</td> <td>4.46</td> <td>4.25</td> </tr> <tr> <td>2020</td> <td>3.36</td> <td>4.60</td> <td>4.50</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Teaching and Learning factor</i></th> <th>Learning Confidence</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>4.03</td> </tr> <tr> <td>2017</td> <td>4.15</td> </tr> <tr> <td>2020</td> <td>4.30</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Wellbeing factor</i></th> <th>Student Morale</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5.65</td> </tr> <tr> <td>2017</td> <td>5.75</td> </tr> <tr> <td>2020</td> <td>6.00</td> </tr> </tbody> </table> <p>ACER Social Emotional Wellbeing Survey Establish baseline data for Years 2-6 in SEW Survey in 2017 2018-2020 data to equal or exceed 2017 baseline data sets</p> <p>School Staff Opinion survey Results to exceed previous years means scores in the following factors:</p> <table border="1"> <thead> <tr> <th><i>School Climate module</i></th> <th>Collective Efficacy</th> <th>Collective Responsibility</th> <th>Collective Focus on Student Learning</th> <th>Trust in Students and Parents</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>76.98</td> <td>82.13</td> <td>84.69</td> <td>71.59</td> </tr> <tr> <td>2017</td> <td>78.00</td> <td>84.00</td> <td>86.00</td> <td>73.00</td> </tr> <tr> <td>2020</td> <td>86.67</td> <td>92.17</td> <td>92.06</td> <td>79.00</td> </tr> </tbody> </table> <p>Parent Opinion survey Results to exceed previous years means scores in the following factors:</p> <table border="1"> <thead> <tr> <th><i>School Climate module</i></th> <th>Behaviour Management</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5.42</td> </tr> <tr> <td>2017</td> <td>5.52</td> </tr> <tr> <td>2020</td> <td>5.90</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>School Behaviour module</i></th> <th>Student Safety</th> <th>Classroom Behaviour</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5.84</td> <td>4.91</td> </tr> <tr> <td>2017</td> <td>5.91</td> <td>5.00</td> </tr> <tr> <td>2020</td> <td>6.10</td> <td>5.25</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Student Engagement module</i></th> <th>Social Skills</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>5.58</td> </tr> <tr> <td>2017</td> <td>5.65</td> </tr> <tr> <td>2020</td> <td>5.83</td> </tr> </tbody> </table>	<i>Student Relationships factor</i>	Classroom Behaviour	Student Safety	Connectedness to Peers	2016	2.92	4.41	4.18	2017	3.00	4.46	4.25	2020	3.36	4.60	4.50	<i>Teaching and Learning factor</i>	Learning Confidence	2016	4.03	2017	4.15	2020	4.30	<i>Wellbeing factor</i>	Student Morale	2016	5.65	2017	5.75	2020	6.00	<i>School Climate module</i>	Collective Efficacy	Collective Responsibility	Collective Focus on Student Learning	Trust in Students and Parents	2016	76.98	82.13	84.69	71.59	2017	78.00	84.00	86.00	73.00	2020	86.67	92.17	92.06	79.00	<i>School Climate module</i>	Behaviour Management	2016	5.42	2017	5.52	2020	5.90	<i>School Behaviour module</i>	Student Safety	Classroom Behaviour	2016	5.84	4.91	2017	5.91	5.00	2020	6.10	5.25	<i>Student Engagement module</i>	Social Skills	2016	5.58	2017	5.65	2020	5.83
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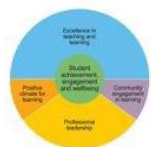
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4.2 Implement the ACER Social Emotional Wellbeing Survey for Years 1-6.	Purchase Social Emotional Wellbeing Survey from ACER and implement survey with years 2-6	Assistant Principal	Term 1	6 months: Baseline data for years 2-6 established during Term 2 Data feedback session with each class by AP using POOCH Model AP to establish with each class teacher a SWB focus based on data	● ● ●	SEW baseline data established	\$970	\$970
	Class feedback session with AP using POOCH Model AP to establish with each class teacher SWB focus for class based on SEW data	Assistant Principal Class Teachers	Term 2	12 months: Term 2 and Term 4 data comparison- use to drive 2018 COLC Data sets to be used to determine AIP targets for 2018	● ● ●	Areas of growth in SEW data from mid-year to end of year		
	SEW comparison data sets established- use to drive 2018 COLC	Assistant Principal	Term 4					
4.1 Consolidate implementation of 'Play is the Way' and introduce the '3R's Approach' including teacher professional development and including students in the process.	Wilson McCaskill to present at Curriculum Day on Monday 30 th January 2016	Wilson McCaskill	Term 1	6 months: 3R's PD day completed School Calendar to show PD sessions	● ● ●	Increase in SATS in Student Safety, Classroom Behaviour, Connectedness to Peers and Student Morale	\$4890	\$4890
	New staff to have 'Play is the Way' PD	New Teachers	Terms 1	12 months: School Calendar to show PD sessions Team planners to have 'Play is the Way' foci	● ● ●		NIL	NIL
	Follow up PD sessions in staff meetings e.g. staff warm ups and whole staff sessions	Assistant Principal & WB Team	Term 1-4					
	Establish a process and model of how the 3R's will work at Huntingdale Primary School	Class Teachers & WB Team	Terms 1-4	6 months: Teams to develop 3R's model and trial 12 months: 3R's model established in each team Grade Xpert notes using 3R's proforma	● ● ●	Increase in SOS- Collective Efficacy Collective Responsibility		
	Classroom SWB focus sessions on the 3R's and student leader forums with Principal Class on 3R's (student voice)	Class Teachers, WB Team & Assistant Principal	Terms 1-4	6 months: Each class teacher to have introduced 3R's in their classroom Two Principal Class Meetings with School Leaders (1 each term) 12 months: 3R's being used in classrooms 3R's included in 2018 COLC Four Principal Class Meetings with School Leaders (1 each term)	● ● ●	Increase in SOS- Collective Efficacy Collective Responsibility		
4.4 Promote and develop student leadership.	New student leadership tags and role statements introduced in 2017 and JSC role realigned	Assistant Principal 5/6 Teachers JSC Leader	Term 1	6 months: Students performing leadership roles as per role statements JSC formed and role clearly defined	● ● ●			
				12 months: One JSC event completed per term including 2 School Council approved fundraisers Evidence of student leaders roles e.g. Newsletter articles	● ● ●	Increase in POS Behaviour Management, Student Safety, Classroom Behaviour and Social Skills		
	New leadership program implemented	Assistant Principal 5/6 Teachers	Term 1	6 months: Student Leadership Program implemented	● ● ●			
				12 months: Review Leadership Program with student input	● ● ●	Increase in SATS in, Connectedness to Peers and Student Morale		
	Investigate student agency and student voice opportunities and review Student Leadership Policy	Assistant Principal Engagement Team	Term 3 & 4	6 months: NIL	● ● ●			
				12 months: Policy completed and passed by School Council	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	1- To improve student learning and achievement in literacy (with a particular emphasis on writing) and numeracy across the school.																														
IMPROVEMENT INITIATIVE	Professional Leadership- Building leadership teams																														
STRATEGIC PLAN TARGETS	<p>School Staff Opinion survey</p> <p>Results to exceed previous years means scores in the following factors:</p> <table border="1"> <thead> <tr> <th><i>School climate module</i></th> <th>Collective focus on student learning</th> <th>Guaranteed viable curriculum</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>84.69</td> <td>78.85</td> </tr> <tr> <td>2017</td> <td>86.00</td> <td>81.00</td> </tr> <tr> <td>2020</td> <td>92.06</td> <td>88.33</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><i>Leadership module</i></th> <th>Cultural Leadership</th> <th>Flexibility</th> <th>Leaders' Support For Change</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>76.00</td> <td>65.86</td> <td>80.61</td> </tr> <tr> <td>2017</td> <td>77.00</td> <td>67.00</td> <td>82.00</td> </tr> <tr> <td>2020</td> <td>84.00</td> <td>72.00</td> <td>87.66</td> </tr> </tbody> </table>			<i>School climate module</i>	Collective focus on student learning	Guaranteed viable curriculum	2016	84.69	78.85	2017	86.00	81.00	2020	92.06	88.33	<i>Leadership module</i>	Cultural Leadership	Flexibility	Leaders' Support For Change	2016	76.00	65.86	80.61	2017	77.00	67.00	82.00	2020	84.00	72.00	87.66
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1.4 Build leadership capacity to lead change and embed accountability across the school. Focus on instructional and shared leadership through coaching.	Restructure the leadership roles in the school to have: -Leadership Team (Whole School Focus) -Connect Team (Instructional Leadership) -Future Leaders (Coaching and Leadership Capabilities)	Principal Assistant Principal All Teams	Term 1 2017	6 months: Leadership Structure established Leadership tags included as part of staff role statements Ways of Working document developed including the 'why' and 'how' we work	● ● ●			
				12 months: Documentation of team foci and meetings (minutes) School Calendar to show meeting schedule Teams to share learnings with whole staff	● ● ●			
	Professional Development Focus established for each team Leadership Team- select appropriate leadership course to drive how the team operates Future Leaders- Coaching Model and/or Covey	Principal Leadership Team Future Leaders	Terms 1-4	6 months: Expressions of interest received for Future Leaders Team School Calendar to show PD times Leadership Learning documented e.g. Meeting minutes VIA Strengths data of whole staff	● ● ●	VIA Strengths data of whole staff SOS- score 77.00 or more on Cultural Leadership strand and 82.00 for Leaders' Support for Change		
	Connect Team- Focus PD sessions on the 'how' of Change Management & implementing consistent Instructional practice across the school	Assistant Principal Connect Team	Terms 1-4	12 months: Professional Development Budget Expenditure reports Meeting Minutes Future Leaders and Connect Team to share learning experiences with whole staff through Timperley's cycle of inquiry focus planning	● ● ●			
	Whole Staff- VIA Strengths Survey & Professional Development Mentors PD so they can support new staff	Assistant Principal & WB Team Mentors & AP	Terms 2-4	Recruitment process for 2018 Leadership Team Strengths based PD implemented for staff				



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	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	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

