

Annual Implementation Plan: for Improving Student Outcomes

School name: Huntly primary School

School number: 306

Endorsement:

Principal Craig Burnett

School council Kathryn Stanislawski

Year: 2017

Based on strategic plan: 2016-2019

Senior Education Improvement Leader Damien Jenkyn

[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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To improve student achievement in English and Mathematics To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community. To enhance student wellbeing, resilience and capacity to be personal learners by strengthening the three way partnership between the school, students and their parents/carers. To ensure consistency and alignment of all aspects of school operations and resource allocations to achieving the school vision. 	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.

The schools Review of 2015 recommended the school focus its efforts on improving student achievement in English and Mathematics. It also recommended a focus on building community engagement.

Both of these focusses fit with the Framework for Improving Student Outcomes initiatives of Building Practice Excellence and Building Communities.

The school has chosen the Building Practice Excellence initiative after examining:

- NAPLAN Data for growth from Year 3-5 and the percentage of students who achieve in the highest bands in Year 3 (Bands 5&6) compared to those in Year 5. In 2016, over 35% of our Year 3 students achieved bands 5 & 6 in all areas assessed by NAPLAN compared to less than 10% of Year 5 students achieving in Bands 7 and 8. Growth data is not in line with state means or like schools.**

The school has determined to strengthen formative assessment approaches, build staff capacity in the use of quality learning intentions and success criteria to plan for differentiation and enhance feedback to students and staff.

The school has a focus on building school and family partnerships that are based on trust, mutual respect and support for the school's vision and values. This initiative will have a focus on student learning, wellbeing and student voice.



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">• Enhance the capacity of staff to deepen and broaden their curriculum knowledge and pedagogical practices• Enhance and implement a whole school culture where students have greater agency in and for their learning
Building Communities	<ul style="list-style-type: none">• Build a whole school culture that seeks to inform, invites participation and embraces feedback from parents/carers and the community.
Empowering students and building school pride	<ul style="list-style-type: none">• Embed a strong culture across the school community which reflects the school values.

DRAFT



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives: Building Practice Excellence

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 improve student achievement in English and Mathematics.																																																														
IMPROVEMENT INITIATIVE	Building Practice Excellence: Teachers, Principals and Schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and enhance feedback to students and staff.																																																														
STRATEGIC PLAN TARGETS	<p>1 NAPLAN Growth: (%) Reading, Writing and Number Is at least at or above state in the last 3 years of the Strategic plan.</p> <p>READING</p> <table border="1" data-bbox="546 590 884 699"> <thead> <tr> <th></th> <th>School 2014</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>47</td> <td>25</td> </tr> <tr> <td>Medium</td> <td>35</td> <td>50</td> </tr> <tr> <td>High</td> <td>18</td> <td>25</td> </tr> </tbody> </table> <p>WRITING</p> <table border="1" data-bbox="546 737 884 846"> <thead> <tr> <th></th> <th>School 2014</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>53</td> <td>26</td> </tr> <tr> <td>Medium</td> <td>41</td> <td>50</td> </tr> <tr> <td>High</td> <td>6</td> <td>24</td> </tr> </tbody> </table> <p>NUMBER</p> <table border="1" data-bbox="546 894 884 1003"> <thead> <tr> <th></th> <th>School 2014</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>35</td> <td>26</td> </tr> <tr> <td>Medium</td> <td>59</td> <td>49</td> </tr> <tr> <td>High</td> <td>6</td> <td>24</td> </tr> </tbody> </table> <p>2 NAPLAN Bands NAPLAN year 3 and 5, numbers in top 2 bands, to be at least:</p> <p>Year 3 Numeracy (Bands 5 & 6)</p> <table border="1" data-bbox="1249 579 1605 632"> <thead> <tr> <th>School 2014</th> <th>School 2019</th> </tr> </thead> <tbody> <tr> <td>35%</td> <td>45%</td> </tr> </tbody> </table> <p>Year 5 Numeracy</p> <table border="1" data-bbox="1249 663 1623 737"> <thead> <tr> <th>School 2014</th> <th>School 2019</th> </tr> </thead> <tbody> <tr> <td>6%</td> <td>28%</td> </tr> </tbody> </table> <p>Year 3 Reading (Bands 5 & 6)</p> <table border="1" data-bbox="1249 768 1623 821"> <thead> <tr> <th>School 2014</th> <th>School 2019</th> </tr> </thead> <tbody> <tr> <td>46%</td> <td>53%</td> </tr> </tbody> </table> <p>Year 5 Reading (Bands 7 & 8)</p> <table border="1" data-bbox="1249 852 1623 905"> <thead> <tr> <th>School 2014</th> <th>School 2019</th> </tr> </thead> <tbody> <tr> <td>23%</td> <td>36%</td> </tr> </tbody> </table> <p>Year 3 Writing (Bands 5 & 6)</p> <table border="1" data-bbox="1249 936 1623 989"> <thead> <tr> <th>School 2014</th> <th>School 2019</th> </tr> </thead> <tbody> <tr> <td>47%</td> <td>50%</td> </tr> </tbody> </table> <p>Year 5 Writing (Bands 7 & 8)</p> <table border="1" data-bbox="1249 1020 1623 1104"> <thead> <tr> <th>School 2014</th> <th>School 2019</th> </tr> </thead> <tbody> <tr> <td>6%</td> <td>17%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>		School 2014	State 2015	Low	47	25	Medium	35	50	High	18	25		School 2014	State 2015	Low	53	26	Medium	41	50	High	6	24		School 2014	State 2015	Low	35	26	Medium	59	49	High	6	24	School 2014	School 2019	35%	45%	School 2014	School 2019	6%	28%	School 2014	School 2019	46%	53%	School 2014	School 2019	23%	36%	School 2014	School 2019	47%	50%	School 2014	School 2019	6%	17%		
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12 MONTH TARGETS

1 NAPLAN Growth: (%) Reading, Writing and Number is at
Least at or above state mean in the last 3 years of the Strategic plan.

READING

School Growth 2016	School Growth 2016	State mean 2016
Low 28	Low 28	25
Medium 50	Medium 50	50
High 22	High 22	25

WRITING

School 2016	School Growth 2016	State mean 2016
Low 32	Low 32	26
Medium 48	Medium 48	50
High 19	High 19	24

NUMERACY

School 2016	School Growth 2017	State mean 2016
Low 23%	Low 23	26
Medium 63%	Medium 63	50
High 13%	High 13	24

2 NAPLAN Bands NAPLAN year 3 and 5, numbers in top 2 bands, to be at least: Year 3 Numeracy 30%; Reading 50%, Writing 45%; Year 5 Numeracy 15%, Reading 40%, Writing 25%

Year 3 Numeracy (Bands 5 & 6)

School 2016	School 2017	School 2019
29%	31%	25%

Year 5 Numeracy

School 2016	School 2017	School 2019
19%	19%	15

Year 3 Reading (Bands 5 & 6)

School 2016	School 2017	School 2019
32%	34%	35%

Year 5 Reading (Bands 7 & 8)

School 2016	School 2017	School 2019
25%	27%	35%

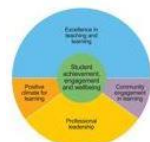
Year 3 Writing (Bands 5 & 6)

School 2016	School 2017	School 2019
33%	35%	40%

Year 5 Writing (Bands 7 & 8)

School 2016	School 2017	School 2019
14%	16%	25%

KEY IMPROVEMENT STRATEGIES			WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Enhance the capacity of staff to deepen and broaden their curriculum knowledge and pedagogical practices	<ul style="list-style-type: none"> Review the school's instructional model in Literacy and Numeracy Review the use of Learning Intention and success criteria (Literacy and Numeracy) All staff to participate in lesson study with a focus on numeracy 	Student Achievement Team (Mandy Regan convenor)	By the end of Term 3	6 months: <ul style="list-style-type: none"> Literacy and Numeracy models reviewed and changes documented. Common planning format for Literacy and Numeracy developed Learning Intentions and Success Criteria are evident in teachers planning documents Staff creating "I can" statements to assist with Success Criteria development 2 successful lesson studies completed and outcomes documented. 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			By the end of Term 3					
Ongoing over 2017 with at least 1 L'Study/Term								



<ul style="list-style-type: none"> • Enhance and implement a whole school culture where students have greater agency in and for their learning 	<ul style="list-style-type: none"> • Review the school's Assessment Schedule and Data Schedule. -Trial PAT maths in Year3-4 and Year 5-6 with a view of adding to the Assessment Schedule. • Build staff capacity to use formative assessment effectively. • Celebrate student achievement using class blogs, Show and Shine, and Feedback from parents. • Develop a plan for Parent Information sessions including Partners in Print, maths information nights and parent forums. • Provide opportunities for staff to engage in moderation on common assessment tasks. 	<p>Student Achievement Team to Organise. (Mandy Regan Convenor)</p>	<p>Term 4 2017 Term 4 2017 Ongoing throughout the year</p>	<p>6 months:</p> <ul style="list-style-type: none"> • Review of Assessment/data schedule commenced • PAT Maths Trialled in Term 2 • Staff have had 2 professional learning opportunities in using assessment tasks to inform the teaching • All staff have engaged in one moderation opportunity • Class Blogs operating in all classrooms and showing evidence of student achievements and increased parent feedback evident. • Parent information plan developed 	<p>● ● ●</p>			
				<p>12 months:</p> <ul style="list-style-type: none"> • An increase in the percentage of parents/carers using the Class Blogs. • Assessment Schedule evaluation completed and documented. • PAT Maths evaluation completed. • Moderation timetable for 2018 documented and included in Assessment Schedule • 	<p>● ● ●</p>			



Section 2: Improvement Initiatives: Building Communities

STRATEGIC PLAN GOALS	To Promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community.																																																				
IMPROVEMENT INITIATIVE	Genuine school family partnerships are based on trust, mutual respect and support the schools vision and values. They have the greatest impact when they are focussed on student learning and wellbeing and underpinned by student agency.																																																				
STRATEGIC PLAN TARGETS	<p>Attitudes To School Survey variables relating to <i>Teaching and Learning</i> and <i>Relationships</i> are at Or above state mean for the life of the Strategic plan.</p> <table border="1" data-bbox="537 409 934 777"> <caption>Teaching and Learning</caption> <thead> <tr> <th>Variable</th> <th>School 2014</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>3.92</td> <td>4.15</td> </tr> <tr> <td>School Connectedness</td> <td>4.07</td> <td>4.39</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.82</td> <td>4.14</td> </tr> <tr> <td>Student motivation</td> <td>4.31</td> <td>4.56</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.08</td> <td>4.41</td> </tr> <tr> <td>Teacher Empathy</td> <td>4.14</td> <td>4.13</td> </tr> </tbody> </table> <table border="1" data-bbox="1190 336 1656 520"> <caption>Relationships</caption> <thead> <tr> <th>Variable</th> <th>School 2015</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>2.43</td> <td>3.40</td> </tr> <tr> <td>Connectedness to Peers</td> <td>4.17</td> <td>4.34</td> </tr> <tr> <td>Student Safety</td> <td>3.83</td> <td>4.40</td> </tr> </tbody> </table> <p>Attendance to be at least equal to state mean over the life of the strategic plan.</p> <p><i>Attendance (average days per year)</i></p> <table border="1" data-bbox="1190 655 1976 772"> <thead> <tr> <th></th> <th>School 2014</th> <th>State Mean 2015</th> <th>State 2015</th> </tr> </thead> <tbody> <tr> <td>Prep-year 6</td> <td>16.67 days</td> <td>14.8 days</td> <td>14.85</td> </tr> </tbody> </table>			Variable	School 2014	State 2015	Learning Confidence	3.92	4.15	School Connectedness	4.07	4.39	Stimulating Learning	3.82	4.14	Student motivation	4.31	4.56	Teacher Effectiveness	4.08	4.41	Teacher Empathy	4.14	4.13	Variable	School 2015	State 2015	Classroom Behaviour	2.43	3.40	Connectedness to Peers	4.17	4.34	Student Safety	3.83	4.40		School 2014	State Mean 2015	State 2015	Prep-year 6	16.67 days	14.8 days	14.85									
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Build a whole school culture that seeks to inform, invites participation and embraces feedback from parents/carers and the community.	<ul style="list-style-type: none"> Investigate and embed strategies to promote student voice. <ul style="list-style-type: none"> Employ a range of communication strategies to better engage the community. Develop an Attendance Policy Create a series of positive incentives to promote student attendance Investigate ways of communicating with parents about attendance. 	Student Engagement sub-committee	Term 2	6 months: <ul style="list-style-type: none"> Attendance Officer appointed and flowchart to follow up absence created. Attendance Policy developed in collaboration with the community and presented to School Council Various forms of social media to better inform the community investigated. Attendance “blurbs” outlining the importance of attendance distributed on all forms of communication to the school community. MET survey investigated in 1 Year 5-6 class 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: <ul style="list-style-type: none"> Attendance Policy/protocols ratified and understood by the school community Teachers/Attendance Officer follow up absences as per Policy and processes. MET Survey evaluated and recommendations actioned Forms of communication trialled, evaluated and recommendations taken to School Council. 	● ● ●			



Section 2: Improvement Initiatives Building School Pride

STRATEGIC PLAN GOALS		To enhance student Wellbeing, resilience and capacity to be personal learners by strengthening the three way partnership between school, students and their parents/carers.																																	
IMPROVEMENT INITIATIVE		Building School Pride:																																	
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																														
					Progress Status	Evidence of impact	Budget																												
							Estimate	YTD																											
Embed a strong culture across the school community which reflects the school values.	<ul style="list-style-type: none"> Investigate avenues to celebrate success of student learning (events, processes, student safety) and convey this to the community. Student Tracking: Review data management systems to improve the school's tracking of student academic growth and wellbeing. (Compass/Grade Expert) Review the School's Engagement policy with a view to achieving more 	Student Wellbeing Sub-committee.	Term 1	<p>6 months:</p> <ul style="list-style-type: none"> Investigate Compass and Grade Expert as a means of tracking student progress and wellbeing Class blogs used as a major form of communication Engagement Policy review undertaken First 2 days of Berry Street Education Model training undertaken All staff participate in Teacher Learning Network Autism Modules Staff to participate in Positive Behaviour Support webinars from Teacher Learning Network. 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]																													
			By the end of Term 2																																
			By the end of Term 2																																




	<p>consistency for management of behaviour across the school.</p> <ul style="list-style-type: none"> • Staff participate in Professional Learning in Trauma Informed Teaching Strategies (Berry Street Education Model) • Whole staff training on planning modified programs to personalise learning-e.g. to meet the needs of ASD students 	Wellbeing sub-committee		<p>12 months:</p> <ul style="list-style-type: none"> • Agreed and consistent trauma informed teaching strategies used across the school Prep-6 • Reasonable modifications consistently used across the school (e.g. visual timetables, Check in Check Out) to be used in classrooms. • Adjustments made to Engagement Policy and ratified by School Council. 				
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Section 3: Other Improvement Model Dimensions Strategic Resource Management

STRATEGIC PLAN GOALS	To ensure consistency and alignment of all aspects of school operations and resource allocations to achieving the school vision																							
OTHER IMPROVEMENT MODEL DIMENSIONS	Strategic resource management: By effectively managing risk, using data and making well informed and intentional resourcing decisions leaders can enhance the delivery and impact of their School Strategic Plans																							
STRATEGIC PLAN TARGETS	<p>1. Staff Survey (components associated with climate)</p> <p>a. Collective Efficacy b. Collective focus on student learning c. Shielding/Buffering Remain at or above the state mean over the life of the Strategic Plan.</p> <table border="1" data-bbox="546 457 1050 747"> <thead> <tr> <th>Variable</th> <th>School Percentage 2016</th> <th>State Percentage 2015</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>58</td> <td></td> </tr> <tr> <td>Collective focus on Student Learning</td> <td>81</td> <td></td> </tr> <tr> <td>Shielding/Buffering</td> <td>55</td> <td></td> </tr> </tbody> </table> <p>1. Parent Opinion Survey indicates General satisfaction in the top 50% of schools in the last 3 years of the Strategic plan. 2. Parent Opinion Survey indicates General Satisfaction is at or above State mean in the last 3 years of the Strategic Plan</p> <table border="1" data-bbox="1762 478 2059 630"> <thead> <tr> <th>Variable</th> <th>School 2016</th> </tr> </thead> <tbody> <tr> <td>General Satisfaction</td> <td>89%</td> </tr> </tbody> </table>								Variable	School Percentage 2016	State Percentage 2015	Collective Efficacy	58		Collective focus on Student Learning	81		Shielding/Buffering	55		Variable	School 2016	General Satisfaction	89%
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					Progress Status	Evidence of impact	Budget																	
Strengthen resource allocation to optimise student outcomes for the life of the strategic plan.	<ul style="list-style-type: none"> Document staff roles, role descriptions and responsibilities. Review decision making processes for clarity. Trial the organisational structure developed in 2016. 	Leadership Team	Term 1	<p>6 months:</p> <ul style="list-style-type: none"> Documentation for staff roles and responsibilities developed and trialled Seek staff opinion using the Survey in Organisational Design Resource (DET) for improvements in decision making and clarity. Trial Organisational Structure New School Councillors participate in Governance and Finance Professional Learning 	<p>● ● ●</p>	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Estimate	YTD																



	<ul style="list-style-type: none"> Professional learning for School Council with a focus on governance and role clarity. Review and implement changes to School Council Standing Orders. 			<p>12 months:</p> <ul style="list-style-type: none"> All School Councillors to Participate in Strategic Planning Professional Learning School Council Standing Orders Reviewed and changes documented Organisational Structure Reviewed and changes documented. 				
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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]				
Considerations for 2018:				

