Annual Implementation Plan: for Improving Student Outcomes

School name: Sunbury West Primary School   Year: 2017

School number: 5006   Based on strategic plan: 2016 - 2019

Endorsement:

Principal   Inga Wilson   Senior Education Improvement Leader   Jonathan Lowe

School council   22/03/107

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
To improve student learning growth in literacy and numeracy across the school.
To strengthen student voice in their learning and develop creative, curious and motivated learners.
To build a positive learning community that encourages confident, healthy and resilient students.
To build effective home-school, stakeholder and community partnerships.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Trend analysis in relation to student opinion surveys shows that the school's data is consistently below state averages and not moving beyond the first quartile. Particular areas of concern are Student Morale, Stimulating Learning and Teacher Effectiveness. The emphasis for 2017 will therefore be a focussed approach to the development of structures and frameworks that support student wellbeing and engagement. The school will engage the support of a critical friend to assist with a complete review of policies and programs in relation to school values, resilience programs and student wellbeing.

The school will also continue its work around building practice excellence in teaching and learning, focussing on promoting the workforce as a professional learning community for enhanced student outcomes. Whilst staff opinion data is generally positive, the school is still focussing on collaborative learning. Emphasis will be on developing whole school instructional models to ensure continuity of practice, particularly in relation to Reading, Writing and problem based learning in Numeracy. Work embedded professional learning will be based on peer observations, modelling and coaching at the team level.

Equity funding will be used for staff special payments to ensure leadership of school initiatives in Literacy, Numeracy and Student Engagement.

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 Building practice excellence	Create a climate that supports ongoing, work-embedded professional learning into daily teaching, learning, assessment and planning via a collaborative approach based on peer observation, modelling, coaching and feedback
	Build staff capacity in the leadership of whole school improvement initiatives

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	Strengthen staff capacity in the use of data and learning interventions to support and scaffold student learning in Literacy and Numeracy
	Build an instructional model that promotes sustained, evidence based teaching and assessment approaches within teams and across all levels of the school
	Build a strong professional learning community that embeds documented and agreed, consistent research-based teaching and learning practices.
Positive climate for learning Setting expectations and promoting inclusion	Implement a coherent health and wellbeing framework and support programs to promote resilience Build effective communication processes and partnerships with parents, stakeholders, network schools and the community.

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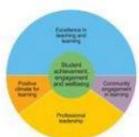
Section 2: Improvement Initiatives

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 not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed.

STRATEGIC PLAN GOALS	To improve student learning growth in literacy and numeracy across the school.
IMPROVEMENT INITIATIVE	Building Practice Excellence
STRATEGIC PLAN TARGETS	• To increase the percentage achieving high growth on NAPLAN relative growth assessments for reading (2015 -22.7), writing (2015-12.8%) and numeracy (2015 – 15.60%) to above the state (25%). • All children will achieve one year's growth in one year in Literacy and Numeracy against the Victorian Curriculum and PAT standardized testing • Increasing the percentage achieving high growth and decreasing the percentage achieving low growth in Reading and Number measured against PAT standardized testing
12 MONTH TARGETS	• To increase the percentage achieving high growth on NAPLAN relative growth assessments for reading (2015 -22.7, 2016 – 22.7), writing (2015-12.8%, 2016 – 11.9) and numeracy (2015 – 15.60%, 2016 – 25.6) to above the standard state high growth of 25% • All children will achieve one year's growth in one year in Literacy and Numeracy against the Victorian Curriculum, PAT standardized testing and Fountas and Pinnell benchmarking in Reading • All children achieving more than one year below expected level will achieve 1.2 years' growth in Reading

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget Estimate	YTD
Create a climate that supports ongoing, work-embedded professional learning into daily teaching learning via a collaborative approach based on peer observation, modelling, coaching and feedback	Using equity funding, continue to refine and implement a school based coaching model in Literacy and Numeracy. The Literacy and Numeracy leader will be released regularly to plan with teams, model best practice and facilitate peer observations. Each team will participate in 2 x 3 week cycles of Instructional Rounds based activities in both Literacy and Numeracy throughout the year. Special payments will be attached to the Literacy and Numeracy coordination roles.	Literacy / Numeracy Leaders / Prin Class	End of T4	**6 months** Development of new planning processes to enhance continuity of practice in relation to team curriculum development and documentation Staff feedback surveys at the end of each PL cycle Coach feedback in relation to staff participation in PL Pre and post reflections against the Essential Elements and continua of practice	🔴 🟡 🟢	Improved student achievement data in Literacy / Numeracy. Eg; Teacher Judgement data Fountas and Pinnell benchmarking data PROBE Data		
				12 months:	🔴 🟡 🟢	Improved student achievement data in Literacy / Numeracy. Eg; NAPLAN data PAT Data Staff Opinion Survey Data with a focus on professional learning	$20,000 $13,000	
Build staff capacity in the leadership of whole school improvement initiatives	Literacy Coach will attend PALLs training to support school and network initiatives in the development of explicit instructional practice in Reading	Prin Class	Ongoing 2017	Staff feedback re PALLs training will be evidenced by Literacy Action Plans developed in consultation with PALLs coach Staff capacity via mid / end cycle PDP reviews	🔴 🟡 🟢	PDP evidence		
	Establish a School Improvement Team for the purpose of monitoring the implementation of the AIP and school improvement initiatives	Prin Class	2017	SIT will have met at least twice to measure progress against key improvement strategies				
				12 months: Network PLT of all PALLs trained staff to be formed. Participation rates will indicate success of intended and completed professional learning at the network level. Commence developing framework for Network PL activities	🔴 🟡 🟢	Whole school Literacy Plan based on 'The Big Six' Reading Strategies SIT feedback and AIP review of progress	$4,000	

				SIT will have met at least twice to measure progress against key improvement strategies		Staff Opinion Survey Data		
Strengthen staff capacity in the use of data and learning interventions to support and scaffold student learning in Literacy and Numeracy	Implement ongoing professional learning for staff in the use of diagnostic data to inform planning. Focus areas will include: Fountas and Pinnell benchmarking PAT R PAT M

Introduce newly developed pre / post rich assessment tasks in Numeracy from P – 6. These assessment units were developed as part of the 2016 coaching professional learning undertaken by the Numeracy leader. | AP / Literacy and Numeracy Leaders

Numeracy Leader

Team Leaders / AP

Prin Class / Admin | Ongoing 2017

Ongoing 2017

Term 1

Term 1 / Ongoing | 6 months: Introduction of F & P Levelled Literacy Intervention Program (LLI) in Years P – 4

Teacher tracking and monitoring of student data against PAT to show student growth

Team planning documents and minutes of meetings | 🔴🟡🟢 | LLI data collection

F & P Benchmarking Data

Anecdotal records Compass data collection | | |
| | | | | 12 months: Data collection and documentation entered via Compass

Team Planning reflects moderation and discussion around student data to inform planning

Team adherence to implementation of the school wide assessment schedule | 🔴🟡🟢 | LLI data collection

F & P Benchmarking Data

Anecdotal records Compass data collection | $6,000 | |
| Build an instructional model that promotes sustained, evidence based teaching and assessment approaches within teams and across all levels of the school | Introduce a shared focus for the development of an instructional model in Writing from P - 6

Establish a whole school approach to the implementation of 'The Big Ideas' in Numeracy via coaching, structured professional learning and team planning

Designate staff curriculum days and network common curriculum days to whole school planning and professional learning with a focus on Literacy / Numeracy initiatives (as above)

Use equity funding to release teams for comprehensive data analysis and planning in Literacy and Numeracy against the Victorian Curriculum | Literacy Leader

Literacy Leader

Numeracy Leader

Curriculum Leadership Team | Ongoing 2017

Ongoing 2017

Ongoing 2017 | 6 months: Teams will progressively develop indicators for the moderation of Writing stages to complement F & P

Team PL and planning with a focus on moderation of student work samples across developmental stages of Writing

Development of a whole school framework for The Big Ideas in Numeracy | 🔴🟡🟢 | Assessment data in relation to Writing. Eg; Mid year teacher judgements EOI data MOI data | $8,000

$3,000 | |
| | | | | Instructional Model for Writing will have been developed

Staff participation in CC Day and planning days | 🔴🟡🟢 | NAPLAN data End of year teacher judgement data

Staff Opinion Data in relation to PL and Teaching and Learning | | |
| Build a strong professional learning community that embeds documented and agreed, consistent research-based teaching and learning practices. | Using equity funding, introduce and implement a twelve month Middle Years Numeracy project. Key staff will participate in network PL involving most schools within the SDR network. Working with a Numeracy consultant, participants will engage in ongoing planning, peer observation and coaching activities to strengthen pedagogical practice and continuity in relation to student learning from Years 5 – 9. This will be directly linked to the Principal class Community of Practice focussing on Numeracy. The Middle Years team, including the Numeracy Coach from Sunbury West will participate in the program. | Principals – Sunbury West / Sunbury College

Kathy Palmer – Numeracy Coach | Ongoing 2017 | 6 months: Network participation rates Participant feedback Agendas, minutes and documentation of activities

School based planning and assessment documents

Principal class feedback as part of CoP | 🔴🟡🟢 | Initial PAT M Baseline data

Participant survey data

Principal feedback data | $8,000 | |

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	As part of the SDR network, promote staff involvement in Literacy professional learning initiatives based on the PALLs program. A common curriculum day followed by ongoing network professional learning will support a targeted approach to explicit instruction in Reading	SDR Prin Network	Ongoing 2017				
	Facilitate a network common curriculum day with a focus on Literacy, Numeracy and Wellbeing			12 months: Implementation of network PL activities Staff participation in	🔴 🟡 🟢	NAPLAN Data PAT M Data	

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To strengthen student voice in their learning and develop creative, curious and motivated learners.
IMPROVEMENT INITIATIVE	Empowering students and building school pride
STRATEGIC PLAN TARGETS	• To obtain mean factor scores in the Attitudes to School Survey for Behaviour in the 4th quartile • To obtain mean factor scores in the staff opinion survey in the areas of trust in students and parents in the 4th quartile • To obtain mean factor scores on the Parent Opinion Survey for Student Safety and Classroom Behaviour in the 4th quartile
12 MONTH TARGETS	• To increase mean factor scores in the Attitudes to School Survey for Behaviour from 2.83 – above the 2016 state mean of 3.31 • To improve staff opinion survey results in the area of trust in students and parents from the 3rd quartile to the 4th quartile • To increase the mean factor scores on the Parent Opinion Survey for Student Safety from 5.16 – above the 2016 state mean of 5.47 and Connectedness to peers from 5.65 – above the 2016 state mean of 5.85

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Implement a coherent health and wellbeing framework and support programs to promote resilience	Use equity funding to provide a special payment for the Student Engagement and Wellbeing coordinator Establish a communication strategy for the introduction and implementation of Component 2 of the Kids Matter wellbeing framework. This will include ongoing professional learning for staff and parent education strategies to enhance a shared approach to student wellbeing Implement a Resilience Program from P – 6 with a focus on positive mindsets and wellbeing. This will be a culmination of evidence based programs such as Casea and work with a critical friend and consultant, John Hendry Use Pivot for the purpose of data collection in relation to student perceptions and feedback around playground safety, wellbeing and engagement	Student Engagement Leader AP / Student Engagement Leader AP / Student Engagement Leader	2017 Ongoing 2017 Term 2 Term 3	6 months: Staff professional learning in relation to Component 2 Publication of newsletter items Home / school communication via website and Compass 12 months: Progress measured against Student Engagement Action Plan Feedback from pre and post Pivot surveys	● ● ● ● ● ●	Pivot Data Pivot Data Attitudes to school data Parent Opinion Data	 $4,500 $1500 $500	
Build effective communication processes and partnerships with parents, stakeholders, network schools and the community.	Review and document whole school policies and codes of conduct in relation to student engagement and wellbeing and community expectations Key staff member s to attend SDR Network Common Curriculum Day Positive Education sessions with the intention of developing a school based program	Prin Prin / AP Student Engagement Team	Term 1 Term 2 Term 2	6 months: Completion of olicy reviews Curriculum day outcomes /participation rates Student Wellbeing Curriculum Team Action Plan 12 months: Development of a new whole school Engagement and Wellbeing framework	● ● ● ● ● ●	Kidsmatter parent survey results Staff feedback results from CC Day		

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		Student Engagement Team	Term 2				
Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and grow as independent learners.	Introduce strategies for enhanced student voice Via student forums regarding teaching and learning, engagement and wellbeing	Principal	Term 1	6 months: Staff implementation of Pivot Student feedback forums in relation to new programs and initiatives	🔴 🟡 🟢	Pivot Data Attitudes to school data Parent Opinion data Student behavioural records	
	Staff collection of student feedback data regarding teaching and learning programs. Provide opportunities for students to contribute to decisions that affect their learning and lives at school	Teaching teams	Ongoing	12 months: Staff implementation and analysis of Pivot data Student feedback forums in relation to new programs and initiatives	🔴 🟡 🟢	Pivot data Pre and post student forum feedback data	
	Continue to implement and introduce new opportunities for student leadership via JSC, House Captains, Environmental West Warriors, House Mates, etc	Whole School	Ongoing				
Design curriculum that stimulates interest, curiosity and critical thinking and enables students to connect with their community and globalized world.	Introduce a new specialist area of 2ist Century Learning in Years 3 – 6 Re-structure the school's Arts specialist program to include a more holistic approach in Years 3 – 6	21C learning Teacher Arts Specialist	Ongoing 2017 Ongoing 2017	6 months: Program planning and development of an integrated Arts Program Changed practice in relation to team planning time and protocols	🔴 🟡 🟢	Student work samples digital portfolios in 21st Century Learning and The Arts	
	Support staff through planning, coaching and modelling in new areas of the Victorian Curriculum such as digital coding, challenge based learning and strategies that promote critical thinking skills, curiosity feedback and reflection	AP		12 months: Whole school curriculum planning documentation Staff will have participation in two whole day planning sessions with a focus on implementing the Victorian Curriculum	🔴 🟡 🟢	Attitudes to Schools data Staff opinion data	
				6 months:	🔴 🟡 🟢		
				12 months:	🔴 🟡 🟢		

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[**Drafting Note** these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[**Drafting Notes** Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[**Drafting Note** these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[**Drafting Notes** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - including financial and human resources]	[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

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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: