**Annual Implementation Plan: for Improving Student Outcomes**

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| School name: Kingswood Primary School | Year:2017 |
| School number: 5106 | Based on strategic plan: 2015-2018 |
| Endorsement:  Principal: Rosemary Cosentino 12th December 2016 | Senior Education Improvement Leader Jen McCrabb 19th January 2017 |
| School council: Simon Lees 12th December 2016 | |

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.

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| **School Strategic Plan goals** |  | **Improvement Priorities** | **Improvement Initiatives** |  |
| **To extend levels of student achievement through high quality teaching in a stimulating environment.** |  | **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 |  |

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| **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. | |
| **Our School Strategic Plan states that we aim to extend levels of student achievement through high quality teaching in a stimulating environment. Evidence from around the world demonstrates that:**   * **Teaching quality and school leadership are essential to improving student learning** * **Teaching effectiveness is the most critical in-school driver to improve outcomes.**   **Kingswood has chosen to focus on the FISO priority ‘Excellence in teaching and learning’ and the initiative ‘Building practice excellence’ has been selected to support the improvement pathway from a good to a great school (Powerful Learning and Teaching Project) and the development of Professional Learning Communities (PLC).**  **Kingswood recognises the importance of a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience. We will focus on building consistency and quality of teaching practice across the school to lower in-school variation in student performance.**  **2016 evaluation of AusVELS data indicates variation in student outcomes in Writing across the various school cohorts. The data also indicates the need to extend students working above the expected level, ensuring that all students make at least twelve months progression within the year. 2016 data indicated 86% of students achieved 12 months or more growth in Writing as measured by Victorian Curriculum teacher judgements. Our target for 2017 is to increase this to 99%. The school is aiming for 95% of students to be at or above the expected level in Writing as measured by Victorian Curriculum.**  **In terms of NAPLAN Writing targets for 2017, we want 90% of Year 5 students to show medium to high growth, last year 64% achieved medium to high growth. We aim to increase the high relative growth rate from 20% to 25%.**    **Our second FISO improvement priority is ‘Professional leadership’. ‘Building leadership teams’ initiative have been selected to strengthen succession planning and to develop capabilities of the leadership team. Effective school leadership teams maintain high expectations for instruction and provide the intellectual direction needed to foster innovation. Strong school leadership requires the leadership team to have expertise in instructional practice, classroom observation, student learning and assessment. Kingswood has introduced five Instructional Leaders (0.5 EFT) across the school to support the implementation of Professional Learning Communities (PLC). Their role is to work closely with teachers to build capacity and improve student learning outcomes for every student through a consistent approach to disciplined, collaborative inquiry. Instructional Leaders will evaluate impact and differentiate support to ensure all teachers are continuously improving their skills. They are directly involved in the design, implementation and monitoring of curriculum, instruction and assessment and provide hands-on support for teachers.** | |
| **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** | * **Extend teacher capacity in English with a focus on writing.** * **Develop knowledge and understanding in Mathematics.** |
| **Building leadership teams** | * **Build leadership capacity using an inquiry approach to promote Curiosity and Powerful Learning.** |

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.

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| **STRATEGIC PLAN GOALS** | | **To extend levels of student achievement through high quality teaching in a stimulating environment.** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building practice excellence** | | | | | | | |
| **STRATEGIC PLAN TARGETS**  **2015-2018** | | **NAPLAN**  **90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Reading & Writing as measured by NAPLAN results**  **90% students in Year 3 and Year 5 to be at or above the state mean in Reading & Writing as measured by NAPLAN results**  **AusVELS**  **99% of students in cohort groupings to show at least 12 months or more of learning growth in Reading & Writing as measured by AUSVELS data teacher judgements**  **95% of students in cohort groupings to be at or above the expected level in Reading & Writing as measured by AUSVELS data teacher judgements** | | | | | | | |
| **12 MONTH TARGETS**  **2017** | | **NAPLAN**  **90% of cohort mean data tracked from Year 3 to Year 5 to show medium to high growth in Writing as measured by NAPLAN results**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **DOMAIN** | **2013 - 2015 %** | **2014 - 2016 %** | **2015 - 2017 %** | **2016 - 2018 %** | | **WRITING** | **87%** | **64.3%** |  |  |   **To increase by 5% the number of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN Writing**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **DOMAIN** | **2015** | **2016** | **2017** | **2018** | | **Year 3 - % achieving at Bands 5 & 6** | | | | | | **WRITING** | **65%** | **70%** |  |  | | **Year 5 - % achieving at Bands 7 & 8** | | | | | | **WRITING** | **21%** | **20%** |  |  |   **To increase the relative growth rate high gain from 17.9% to 25% in NAPLAN Writing**  **AusVELS**  **99% of students P-6 to show at least 12 months or more of learning growth in Writing as measured by AUSVELS teacher judgements**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **WRITING** | **2015** | **2016** | **2017** | **2018** | | **P-6** | **87%** | **86%** |  |  |   **95% of students P-6 to be at or above the expected level in Writing as measured by AUSVELS teacher judgements**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **WRITING** | **2015** | **2016** | **2017** | **2018** | | **P-6** | **97%** | **86%** |  |  | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| **Extend teacher capacity in English with a focus on writing** | **Develop Professional Learning Communities with consistent protocols**  Data meetings to inform teaching of writing  Employ four additional 0.5 EFT teachers to co-teach with the Instructional Leader  **Implement the 6 +1 Writing Traits.**  Whole-school Professional Learning for Writing  Provision for Instructional Leaders to meet with Curriculum Leaders  Revisit Professional Learning Communities Maturity Matrix | | Assistant Principal  PLC Leaders  LH, MW, VS, SC & BM  Principal  English Leaders  KD and VS  PLC Leaders  LH, MW, SC, BM, VS  PLC Leaders, AP, Prin | Ongoing  Terms 1-4 (2 traits per term)  Fortnightly / Blocks  Term 1-3 | 6 months:  Staff demonstrating the implementation of consistent protocols and expectations (Theories Of Action)  Draft Writing Traits continuums – Ideas, Word Choice and Conventions | **⚫ ⚫ ⚫** | Number of professional Learning opportunities and numbers of staff involved  Planning practices, teacher plans and Writing data sets aligned to Draft Writing Traits continuum | **$132,777**  staffing costs to employ additional  co-teachers |  |
| 12 months:  Writing Trait continuums – Sentence, Fluency, Organisation & Voice  School wide use of mentor texts and modelling recorded in Instructional Leader notes  Completion of Writing Traits continuums P-8  Instructional Leader Feedback  Growth as indicated within PLC Maturity Matrix | **⚫ ⚫ ⚫** | Planning practices, teacher plans and Writing data sets aligned to Draft Writing Traits continuum  Classroom displays are reflective of the 6 + 1 Traits  Student Writing Goals and Teacher Feedback reflects 6 + 1 Traits’ language  Whole school use of DRAFT document for moderation at December  Annotated Writing samples (Teacher Pre and Post) | **$22,116 Equity Funding** to be used for English & Maths resources as specified belolw  **$12,500**  **English** |  |
| **Develop knowledge and understanding in Mathematics** | **Review the mathematical lesson structure**  Instructional Leader observational visits focused on the mathematical structure  **Implement the Improvement Cycle**  Use the Inquiry Change Challenge model to evaluate, prioritise, develop and implement effective practice in Mathematics  **Develop knowledge and understanding of the 4 Proficiency Strands in Mathematics**  Whole-school Professional Learning for Mathematics  Provision for Instructional Leaders to meet with Curriculum Leaders to ensure shared and consistent understanding  Engage a Mathematics consultant | | PLC Leaders  LH, MW, SC, BM, VS  Curriculum Leaders MF, JH  PLC Leaders  LH, MW, SC, BM, VS  Mathematics Leaders MF and JH  Assistant Principal  Maths Consultant  eg Rob Vingerhoets | Term 1- 4  Term 1-4  Term 1 or 2  Term 2 & 4  TBC | 6 months:  Instructional leaders reporting the implementation of maths lessons based on the agreed structure  Review and evaluate whole school mathematics lesson structure | **⚫ ⚫ ⚫** | Mid-year reflections in staff PDP and discussions with PLC leaders and SEIL  SIT monitoring midyear AIP milestones | **$9,616** for Maths program resources  An additional  $9,184 has been allocated to  Maths Program Budget |  |
| 12 months:  Lesson Plans are in line with the Victorian curriculum in all strands of mathematics  Planning mathematical units of work that include the four proficiency strands | **⚫ ⚫ ⚫** | End-year reflections in staff PDP, and discussions with PLC leaders and SEIL  SIT monitoring end-year AIP milestone |  |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | | **To extend levels of student achievement through high quality teaching in a stimulating environment.** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building leadership teams** | | | | | | | |
| **STRATEGIC PLAN TARGETS**  **2015-2018** | | **STAFF OPINION SURVEY**  **Guaranteed & Viable Curriculum: to increase percentage of endorsement from 91% to 95%**  **ATTITUDES TO SCHOOL SURVEY**  **Stimulating Learning variable to be above 50th percentile.**  **PARENT OPINION SURVEY**  **Learning Focus variable to be above state mean, with a percentile rank in the 3rd quartile and a mean score above 6.0** | | | | | | | |
| **12 MONTH TARGETS**  **2017** | | **STAFF OPINION SURVEY**  **Guaranteed & Viable Curriculum: to increase percentage of endorsement from 85% to 95%**  **Shielding and Buffering: to increase percentage of endorsement from 85% to 90%**  **School Leadership Module- Instructional Leadership variable to be at 75% (There is no baseline data, 2017 will be the first year Kingswood staff have accessed the Leadership Module Survey)**  **BASTOW PROFESSIONAL LEARNING COMMUNITIES**  **3.8 Leadership Evaluation Tool – Who Are You as A Leader? (Benchmark Data)** | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| **Build leadership capacity using an inquiry approach to promote Curiosity and Powerful Learning.** | **Embed an inquiry approach**  Administer Pre and Post PLC Module 3 Peer assessment Tool. “Who Are You as A Leader?”  Engage PLC coach Noelle Burdekin  to coach instructional leaders  **Commit to the theory of action for teachers ‘Assessment FOR Learning’ and the whole school theory of action**  **‘Adopt Consistent Learning Protocols’**  Review the English and Maths assessment schedules  **Implement Continuous Reporting via Compass** Investigate Parktone PS Continuous Reporting system  **Instructional Leaders to administer P-4 Student Opinion Survey** | | PLC Leaders LH, MW, VS, SC & BM  Principal  AC & LH, MW, VS, SC & BM  LH, MW, VS, SC & BM | March & December  Term 1-4  Term 1-4  Term 1 - 4  Term 2 & 4 | 6 months:  Pre PLC Module 3 Peer assessment results - Who Are You as A Leader?”  Evidence of staff using the school agreed Learner Profile in planning documents and at team meetings  Whole school agreement & implementation of English Assessment Schedule  Staff completing Compass surveys ‘Theories of Action for the Whole School’ | **⚫ ⚫ ⚫** | Shared understanding of the Learner Profile  Staff using the Assessment Schedules in English and Mathematics to inform their teaching  Improvement in Compass survey results when compared to 2016 data | **$8000** Powerful Learning PD |  |
| 12 months:  Post PLC Module 3 Peer assessment results - Who Are You as A Leader?”  Whole school agreement & implementation of Mathematics Assessment Schedule  Parents accessing Continuous Reporting on Compass | **⚫ ⚫ ⚫** | Positive shift in Parent Opinion survey linked to reporting variable  Improvement in PLC Module 3 Peer assessment – Who are you as a leader when comparing results in March and December  Positive P-4 student Opinion Survey | **$19,600**  CRT costs for 8 days of training for 7 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]

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| **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.] |
| 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 |  |
| **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 herethe 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:** | | | | |