Annual Implementation Plan: for Improving Student Outcomes

School name: Sydenham-Hillside Primary School

Year: 2017

School number: 3559

Based on strategic plan: 2017-2022

Endorsement:

Acting Principal: Sharon Nichols ....Date: 18 May 2017

Senior Education Improvement Leader: Jason Smallwood

School Council President: Roz Huseyin ....Date: 18 May 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 you school will address in this Annual Implementation Plan: for improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
- To maximise staff capacity to improve student learning outcomes. - To maximise student learning growth in Literacy and Numeracy to ensure each student makes or exceeds expected progress. - To improve the intellectual engagement and active student voice in learning for all students.	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 review highlighted the need for all staff to continue to build their pedagogical knowledge in Literacy and Numeracy and to develop consistency in the delivery of the agreed instructional models. The leadership team completed a thorough analysis of our school data. The review identified that our students' growth is low to medium between year levels. Our teacher judgement is not consistent with our NAPLAN data in some cases. In Year 3 and Year 5 the percentage of students working above the level is higher on NAPLAN than on teacher judgement. We noted that teachers within the school are not always confident to mark the students above the level and are reserved in their judgement. From this analysis, we have determined that teachers need to be confident to use data to inform their teaching and make consistent teacher judgement by triangulating data. As a school, we will need to continue to build teacher capacity and student confidence in understanding and utilising a range of assessment strategies to assess student progress and plan future learning. We aim to develop a systematic approach for teachers to build data Literacy and to analyse data that will differentiate their teaching according to their students' needs and to explicitly teach specific Literacy and Numeracy concepts at the students' point of need. There is a need to embed an approach to use data and evidence, which enables students to track progress and actively engage in goal setting.

These areas of improvement were chosen because the review uncovered a need to continue to focus on high expectations and through moderation, developing clearer understandings of the achievement capabilities of high performing students.

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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	• Build the effectiveness and efficacy of each teacher by full implementation of an agreed research based instructional classroom delivery model and instructional practices across the school. • Build quality teacher practice through engagement in regular coaching, feedback and structured staff professional learning.
Curriculum planning and assessment	• Build teacher capacity and student confidence in utilising a range of data/evidence to assess student progress and plan future learning. • Develop student ownership for their learning with high expectations for student learning outcomes.
Empowering students and building school pride	• Plan for challenging goals and effective feedback to facilitate personalised learning with students.

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 the 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 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 maximise staff capacity to improve student learning outcomes. To maximise student learning growth in Literacy and Numeracy to ensure each student makes or exceeds expected progress.
Improvement Initiative	Building practice excellence. Curriculum planning and assessment.
Strategic Plan Targets	

Teacher Judgment: Literacy and Numeracy % of students below and above expected level				
Mode	Below		Above	
	2016	2020	2016	2020
Reading and Viewing	8.86%	6%	29.13%	35%
Speaking and Listening	5.33%	4%	5.41%	25%
Writing	10.66%	7%	13.14%	25%
Number & Algebra	7.58%	6%	18.92%	25%
Measurement & Geometry	6.16%	5%	10.96%	25%
Statistics & probability	6.53%	5%	10.36%	25%

NAPLAN Reading Relative Growth Years 3-5
Reduce the % of student showing low growth from 26% in 2016 to less than 20% in 2020
Increase the % of students showing high growth from 25% in 2015 to more than 35% in 2020

NAPLAN Numeracy Relative Growth Years 3-5
Reduce the % of student showing low growth from 28% in 2016 to less than 20% in 2020
Increase the % of students showing high growth from 23% in 2015 to more than 30% in 2020

Staff Opinion Survey
By the end of 2020, the mean factor scores for Staff Opinion Survey factors will be:

Component Mean Score	Staff Opinion Survey	
	2016	2020
Teacher collaboration	72.49	80
Academic emphasis	76.16	85
Guarantee and viable curriculum	74.79	85

Teacher Judgements
Foundation: The Foundation team will aim to improve **Reading** outcomes, for all students, to reflect 12 or more months growth as measured by teacher judgement data. Target: 95% of students to achieve at or above standard in Reading.

Grade 1: The Grade 1 team will aim to improve **Writing** outcomes, for all students, to reflect 12 or more months growth as measured by teacher judgement data. Target: 20% to be above standard.(2016 -14.22% above standard)

Grade 2: The Grade 2 team will aim to improve **Reading** outcomes, for all students, to reflect 12 or more months growth as measured by teacher judgement data. Target: Reduce the percentage of students achieving below standards by 4% .(2016 - 8.95% below standard)

Grade 3: The Grade 3 team will aim to improve **Number** outcomes, for all students, to reflect 12 or more months growth as measured by teacher judgement data. Target: Reduce the percentage of students achieving below standards by 4%.(2016 - 9.3% below standard)

Grade 4: The Grade 4 team will aim to improve **Number** outcomes, for all students, to reflect 12 or more months growth as measured by teacher judgement data. Target: Reduce the percentage of students achieving below standards by 5%.(2016 - 12.38% below standard)

Grade 5: The Grade 5 team will aim to improve **Number** outcomes, for all students, to reflect 12 or more months growth as measured by teacher judgement data. Target: Reduce the percentage of students achieving below standards by 5%.(2016 - 10.76% below standard)

Grade 6: The Grade 6 team will aim to improve **Writing** outcomes, for all students, to reflect 12 or more months growth as measured by teacher judgement data. Target: Reduce the percentage of students achieving below standards by 5%.(2016 - 10.83% below standard)

NAPLAN Relative growth in Reading and Number from Yr 3-Yr 5
To increase the % of students showing high growth in Reading from 25% in 2016 to more than 27% in 2017.
To reduce the % of students showing low growth in Reading from 26% in 2016 to less than 24% in 2017.

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To increase the % of students showing high growth in Number from 23% in 2016 to more than 25% in 2017.
To reduce the % of students showing low growth in Number from 28% in 2016 to less than 26% in 2017.

Staff opinion survey
By the end of 2017 the component mean scores will be:

Component Mean Score	Staff Opinion Survey	
	2016	2017
Teacher collaboration	72.49	74
Academic emphasis	76.16	78
Guarantee and viable curriculum	74.79	77

Key Improvement Strategies	Actions	Who	When	Success Criteria	Monitoring		Budget	
					Progress Status	Evidence of Impact	Estimate	YTD
Build the effectiveness and efficacy of each teacher by full implementation of an agreed and research based instructional classroom delivery model and instructional practices across the school.	• Build teachers pedagogical knowledge through collaboration in Professional Learning Teams and Professional Learning opportunities. • All teachers are engaged in coaching cycles. • Leadership team to participate in instructional observations. • Develop and implement a plan for structured peer observations. • Coaches to continue working with teams/staff to model/ co teach to effectively implement the agreed Literacy and Numeracy Instructional Model. • Coaches to continue working with teams/staff to plan - aligned with the School's planning model (new 2017) • Leading teachers to work closely with PLT leaders and teams to develop planning documents that reflect the	School Leadership team, PLT leaders, Teaching staff	Ongoing	**6 months:** Effective PLT meetings, Staff meetings, PLT leadership meetings focussed on Instructional practices, data analysis and planning as evidenced by meeting minutes and agendas. Consistent delivery of instructional model and for it to be reflective in planning documents, coaching and instructional observation notes. 50% of teachers have been engaged in coaching cycles and peer observations. **12 months:** Effective PLT meetings, Staff meetings, PLT leadership meetings focussed on Instructional practices, data analysis and planning as evidenced by meeting minutes and agendas. Consistent delivery of instructional model and for it to be reflective in planning documents, coaching notes and instructional observation notes.	🔴 🟡 🟢			

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	Victorian Curriculum. ● Provide professional development to staff to ensure they understand the scope and sequence documents. ● Work in Professional Learning Teams and working Parties to improve initial documents.			100% of teachers have been engaged in coaching cycles and peer observations Embedded use of instructional model in school planning documents.				
Build quality teacher practice through engagement in regular coaching, feedback and structured staff professional learning.	● Continued implementation of the Student Centred Coaching Strategy ensuring consistency and measuring impact on student outcomes. ● Development and implementation of a strategy and protocols around instructional observations that allow for consistency across the school. ● Implementation of team coaching based on student cohort data and targets.	School Leadership Team, PLT Leaders, teaching staff	Ongoing	**6 months:** A draft document that outlines the coaching and instructional observations strategy and associated protocols have been developed and shared with staff. Timetabled instructional observations implemented across the school. **12 months:** Consistency of the instructional model in all classrooms built through student centred coaching model as evidenced by coaching notes, minutes, observations, etc. A final document will be published outlining the coaching and instructional observations strategy and protocols. All teaching teams and individual teachers have had access to coaching in English, Maths and/or eLearning throughout the year as evidenced by coaching notes and other school based documents.	🔴 🟡 🟢		44,000	

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Build teacher capacity and student confidence in utilising a range of data/evidence to assess student progress and plan future learning.	• Provide professional learning opportunities through PLT's/ staff meetings to triangulate assessment data and make accurate teacher judgements. • Staff to participate in whole school workshops to look at their student data and plot students below, at or above the level in Literacy and Numeracy. • Review and document role of PLT leader to have curriculum focus and data analysis based on the Dufour model. • Revise the Assessment schedule and make it visible for all staff. • Staff to seek leadership consultation in making teacher judgements for students 18 months above or below standard. • Develop a school improvement team to regularly monitor student achievement data entered on Sentral, including NAPLAN Item analysis.	Supported by the Leadership team, PLT leaders and whole staff. There may be a need for external support.	Ongoing	**6 months:** Evidence of data discussions and analysis in PLT meetings as per meeting minutes and schedules. Professional learning schedule developed and documented. Assessment schedule is visible to all staff and is accessible on google drive. Staff will consult leadership in regards to students who are above or below level by 18 months. **12 months:** Teachers' understanding of triangulation of data including 3 pieces of evidence to make a teacher judgement has been improved as evidenced in PLT discussions and reporting documentation. Consistent data analysis is evident in each PLT as per minutes, agendas, etc. Professional Learning for all PLT leaders around data literacy and effective PLTs has been provided during meetings and workshops. . School improvement team has met regularly to analyse data and provide advice to PLT leaders as evident in meeting notes and agenda.	● ● ●		105,410	

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Develop student ownership for their learning with high expectations for student learning outcomes.	- Build teacher and student capacity to work collaboratively to identify individual learning goals in Literacy and Numeracy. - To build student capacity in their ability to self-evaluate and monitor their learning. - Staff moderation of work samples to ensure that the understanding of "high expectations" is consistent. - Provide further professional development focussing on success criteria, goal setting & providing constructive feedback - Learning intentions and Success criteria to be incorporated into planning and consistently referred to and visible during the instruction. - Monitor learning intentions and success criteria through learning walks and discussions with students. - Staff provided with opportunities to observe best practices of visible learning.	Classroom teachers, PLTs leaders and students	Ongoing	**6 months:** Success criteria, learning intentions and student goals are visible in planning documents and classrooms participating in coaching cycles, as evidenced by coaching notes and instructional observations. Staff have engaged in professional learning around building the capacity of students to develop ownership in their own learning, ie goal setting and self/peer feedback. (ie visits to other schools) **12 months:** Students are co-constructing documented rubrics with classroom teachers regarding their learning. (Those participating in coaching cycle) Student goals to be visible on tables in 50% of classrooms (those that have been involved in coaching).	● ● ●		35,973	

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Section 2: Improvement Initiatives

Strategic Plan Goals	To improve the intellectual engagement and active student voice in learning for all students.
Improvement Initiative	Empowering students and building school pride
Strategic Plan Targets	**Attitudes to School Survey** By the end of 2020, the mean factor scores for Attitudes to School Survey factors will be:

Attitudes to School Survey

By the end of 2020, the mean factor scores for Attitudes to School Survey factors will be:

Teaching and Learning	Attitudes to School		
	2016	**State**	**2020**
Classroom behaviour	2.97	**3.36**	**3.4**
School connectedness	4.27	**4.36**	**4.4**
Learning confidence	2.98	**4.13**	**4.1**
Stimulated learning	4.03	**4.09**	**4.1**

Student Absences

By the end of 2020, the Student Absence Averages will have decreased, as outlined below:

Year level	Student Absences - average absences days - all types	
	2016	**2020**
Prep	16.5	**12**
Year 1	16.7	**12**
Year 2	17.1	**13**
Year 3	16.1	**12**
Year 4	14.7	**10**
Year 5	16.6	**12**
Year 6	13.7	**9**

By the end of 2020, the Student Absences Averages – unapproved will have decreased, as outlined below:

Year level	Student Absences- unapproved absences	
	2016	**2020**
Prep	3.1	**2.0**
Year 1	4.7	**2.5**
Year 2	4.5	**2.5**
Year 3	5.1	**3.0**
Year 4	4.9	**3.0**
Year 5	5.9	**3.0**
Year 6	4.8	**2.5**

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| 12 Month Targets | By the end of 2017, the mean factor scores for Attitudes to School Survey factors will be: |

By the end of 2017, the mean factor scores for Attitudes to School Survey factors will be:

	Attitudes to School		State
Teaching and Learning	**2016**	**2017**	
Classroom behaviour	2.97	**3.10**	3.36
School connectedness	4.27	**4.30**	4.36
Learning confidence	3.98	**4.10**	4.13
Stimulated learning	4.03	**4.05**	4.09

By the end of 2017, the mean factor scores for Parent Opinion survey factors will be:

	Parent Opinion survey		State
Teaching and Learning	**2016**	**2017**	
Classroom behaviour	4.44	**4.50**	**4.24**
School connectedness	5.90	**6.00**	**5.74**
Stimulated learning	5.60	**5.70**	**5.74**

	Student Absences - average absences days - all types	
Year level	**2016**	**2017**
Prep	16.5	**16**
Year 1	16.7	**16**
Year 2	17.1	**16**
Year 3	16.1	**16**
Year 4	14.7	**14**
Year 5	16.6	**16**
Year 6	13.7	**13**

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Key Improvement Strategies	Actions	Who	When	Success Criteria	Monitoring		Budget	
					Progress Status	Evidence of Impact	Estimate	YTD
Plan for challenging goals and effective feedback to facilitate personalised learning with students.	● Refine student goal setting practices so that the goals are student generated. ● Students are able to articulate their own goals. ● Students understand how and why they have a specific goal. ● Students engage in regular SWOT analysis to help determine their goals. ● Developing ways in which students can show they have achieved their goals.	Teachers, students, external and internal profess-Ional develop-ment, leadership team	Ongoing	**6 months:** Professional Development around how students can set their own effective goals. **12 months:** Students are able to articulate their own goals and how they have been developed as evidenced during instructional Teachers developing opportunities for students to do their own SWOT analysis.	🔴 🟡 🟢			

Section 3: Other Improvement Model Dimensions

Strategic Plan Goals	* To improve students' social and emotional competence to deal with day to day occurrences at school, home and in the community.
Improvement Initiative	Positive climate for learning.
Strategic Plan Target	<table><tr><td></td><td colspan="2">**Attitudes to School**</td></tr><tr><td>**Student Relationships**</td><td>**2016**</td><td>**2020**</td></tr><tr><td>**Classroom behaviour**</td><td>2.97</td><td>**3.36**</td></tr><tr><td>**Connectedness to peers**</td><td>4.25</td><td>**4.31**</td></tr><tr><td>**Student Safety**</td><td>4.17</td><td>**4.35**</td></tr></table>

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	Attitudes to School		State
Student Relationships	**2016**	**2017**	
Classroom behaviour	2.97	**3.10**	**3.36**
Connectedness to peers	4.25	**4.27**	**4.31**
Student Safety	4.17	**4.20**	**4.35**

Key Improvement Strategies	Actions	Who	When	Success Criteria	Monitoring		Budget	
					Progress Status	**Evidence of Impact**	**Estimate**	**YTD**
To develop a whole school approach to promoting students' social and emotional competence.	• Staff to participate in 'You Can Do It' professional development on the 17th of March 2017. • Provide staff with resources to support implementation of 'You Can Do It program'. • Timetable weekly session to implement "You Can Do It" program to commence in Term 2 to provide students with strategies to be resilient in everyday situations • Introduce tracking behaviour incidents on Sentral. • Well- being working team to collect and analyse behaviour data entered on Sentral.	All staff	Term 2 onwards	**6 months:** Wellbeing working party documented scope and sequence. Weekly You Can Do it sessions delivered and documented in planners. 6 month data analysis of student behaviour using Google Docs. **12 months:** Data analysis of student behaviour shows reduction in incidents from previous analysis. 12 month data analysis of student behaviour using Google Docs and Sentral. You Can Do It lessons documented in Integrated planners. Reduction in students' absence data referring to targets set in table above.	🔴 🟡 🟢 🔴 🟡 🟢	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	11,600 Sentral 8,500	

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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]

	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	Yes	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	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	Yes	Select status	
	Setting expectations and promoting inclusion	Yes	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	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 cohort's 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: