

Annual Implementation Plan: for Improving Student Outcomes

School name: Seville Primary School

Year: 2017

School number: 2820

Based on strategic plan: 2016 - 2019

Endorsement:

Principal Mr Pat Hillas

[March 27th 2017]

Senior Education Improvement Leader Mr Phillip White

[date]

School council Mrs Tamna Bomford

[March 27th 2017]

Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> Improve the learning growth of all students in numeracy Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. Increase the profile of the school as a learning community Ensure all members of the school community feel they are in a safe and supportive learning environment Increase the capacity of the school to function as a strategic organisation 	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.

- Systematic Curriculum Delivery
*Whole School Approach – Vic Curric
Consistent Planners – weekly, term and Year (Same Template)*
- Differentiated Teaching/Learning
Consistent practices across the school – define "Differentiation"; High expectations, moderation

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)
Curriculum Planning & Assessment	<ul style="list-style-type: none"> Build a guaranteed & viable curriculum to enhance student learning Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning Implement a school wide student tracking system (Compass)
Building Practice Excellence	<ul style="list-style-type: none"> Build teacher capacity to differentiate teaching to ensure challenge and progress for every student Build the Instructional Practice of every teacher by adopting a whole school approach Instructional Practice and an agreed Instructional Framework Develop and formalise feedback and reflection processes for teachers and students (Semester 2)
Building Leadership Teams	<ul style="list-style-type: none"> Increase the capacity of the school to function as a strategic organisation



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Improve the learning growth of all students in and numeracy 							
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
<i>Build a guaranteed & viable curriculum to enhance student learning with a focus on numeracy</i>	Implement Vic Curric "I Can" statements for all levels in Numeracy Publish a Schedule of Curriculum Meetings for the year prepared with topics set in line with our identified Professional Learning needs Use of Department version of Google Docs to share planning and assessment templates to enable consistency across the school Investigate Common Assessment tasks used by other schools for ideas for format and content – begin to prepare CATs for use across the school in numeracy Students contribute to the learning process through setting goals, asking questions to direct the learning, giving and receiving feedback on their work Revise and develop a fully functional Curriculum Plan that incorporates a consistent source for curriculum implementation			6 months The school's vision and values are well understood by all staff. They provide the basis for curriculum planning. All levels will have implemented Vic Curric "I Can" statements ensuring a sequential numeracy curriculum. Staff will utilise an agreed approach to documentation to ensure that there is consistency in implementing the curriculum in numeracy. Standardised unit and lesson planning templates will periodically be refined, based on shared pedagogical understandings and common assessment tasks to ensure school-wide consistency.					
				12 months The school undertakes an audit of the curriculum in Numeracy. It identifies strengths and weaknesses to inform revision of the curriculum plan					
<i>Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning in numeracy</i>	Area Leaders to ensure all data is stored centrally for all to access Staff teams will present their collected data reflecting beginning points and demonstrating growth trends. Team Meeting schedule with topics listed to meet identified Professional Learning, data collection and tracking and planning goals. Staff will continue to collaborate using collected work samples and Common Assessment Tasks			6 months: Staff will have engaged in Professional learning and conversations about Numeracy, pedagogy and assessment in order to build their understanding of mandated curriculum. Area leaders will have co-ordinated the transfer of 2016 Numeracy data into 2017 grids. Area meeting minutes demonstrate collaboration and moderation in regards to collected data Formative assessments are used that match planned progressions in depth and breadth of learning.					



				12 months: •	● ● ●			
<i>Implement a school wide student tracking system (Compass)</i>	Use Compass to store and to collate student data.			6 months: The on-going growth of the Compass Data Base.	● ● ●			
				12 months: Continual additions to the Compass Continuum Tracker	● ● ●			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. 							
IMPROVEMENT INITIATIVE		Building Practice Excellence							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
		Estimate	YTD						
<i>Build teacher capacity to differentiate teaching to ensure challenge and progress for every student</i>	Develop a meeting schedule for curriculum meetings with topics designed to meet identified Professional Learning needs			6 months: Professional learning is aligned with the FISO goals and priorities. Teachers will clearly demonstrate their understanding of the link between their practice and student learning. They will use student achievement data to identify areas for improvement, in teacher practice. A schedule of professional learning will be established that best meets the needs of all teachers and the school by focusing on their learning needs and allocating teachers into professional learning teams accordingly. Protocols for Peer Observation developed and times to and be observed scheduled.	● ● ●				
	Develop protocols for teachers to participate in Peer Observation to ensure staff feel supported and not judged through the process Develop a schedule for Peer Observation linked to staff PDPs with identified focus areas and agreed feedback processes Teachers will make, moderate and document consistent judgments about the effectiveness of their classroom practice to reduce variability between classes Ensure consistency in ILP's by reviewing the process and documentation Lead teacher to take staff through the process of developing individual student goal books in Numeracy and effective tracking of student progress.			12 months: Staff have participated in two Peer Observation Sessions per term – 1 as an observer and one being observed.	● ● ●				
<i>Build the Instructional Practice of every teacher by adopting a whole school Instructional Practice and an agreed Instructional Framework in Numeracy</i>	Team Meeting Schedule implemented Develop a clearly understood and defined understanding of "pedagogy". Define and clearly document each element of the School's Instructional Model. Use resources such as "Teach Like a Champion" – Doug Lemov to enrich our shared pedagogy			6 months: Teaching teams collect and evaluate data to measure the effectiveness of their classroom practice on students' learning and progress in Numeracy Data analysis leads to reviewing actual changes in practice, and how these are embedded and sustained following formal professional learning programs. The school routinely reviews its impact on students' progress and development, and incorporates	● ● ●				



				findings into whole-school professional learning and school improvement plans.			
				12 months:	● ● ●		
<i>Develop and formalise feedback and reflection processes for teachers (Semester 2)</i>	The school leaders facilitate opportunities for staff to learn from each other, provide access to specialised knowledge and model continuous learning in their own practice. Ensure our 3 graduate teachers have been through the induction process – obtain feedback about any additions / changes that need to be made to the process			6 months: The school will embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Structured mentoring and coaching programs will be established.	● ● ●		
				12 months:	● ● ●		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Increase the capacity of the school to function as a strategic organisation						
OTHER IMPROVEMENT MODEL DIMENSIONS		Building Leadership Teams						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Create a leadership framework to support a distributed leadership model</p> <p>Develop the capabilities of their leadership teams in using evidence.</p>	<p>Leadership team participates in and promotes teacher learning and development.</p> <p>Leaders will develop and implement a coaching and mentoring culture.</p> <p>Leadership team develops a shared understanding of the implications of data for planning school improvement.</p> <p>Principal creates challenging roles and opportunities for aspirant leaders to build their capacity.</p> <p>Leadership team fosters respectful engagements throughout the school community by promoting the importance of making the school a safe and positive place to learn.</p> <p>Leaders and teachers purposely engage in activities to build relationships and trust. Protocols for peer-observation and feedback are developed to support a just and secure environment.</p> <p>Leadership team creates a safe environment for teachers to develop their practice with others. They develop a culture of communication and collaboration with a focus on shared responsibility and accountability for student outcomes.</p>			<p>6 months:</p> <p>Collaborative processes are established to support professional learning and enable individuals to learn from each other, including observation and feedback.</p> <p>Performance and development processes give teachers useful feedback on their strengths and areas for growth to inform professional learning.</p> <p>Leadership roles match the identified priorities of the school.</p> <p>Leaders encourage teachers to learn from each other and to be open to different sources of feedback. The school supports <i>Teach the Teacher</i> approaches that focus on building trust, respect and relationships.</p>	<p>● ● ●</p>			
				<p>12 months:</p>	<p>● ● ●</p>			



Section 4: Annual Self-Evaluation

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

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

