

# Annual Implementation Plan: for Improving Student Outcomes

School name: Rye Primary School

School number: 1667

Year: 2017

Based on strategic plan: 2016-2019

Endorsement:

Principal: Jackie Annable

Senior Education Improvement Leader: Cheryl Chapple

School council: Amanda Robertson

## Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals
<ul style="list-style-type: none"> <li>Improved outcomes in literacy and numeracy, particularly in regards to learning gain and high achievement.</li> <li>To develop students who are independent, and actively involved in their learning and the community.</li> <li>To empower all members of the school community in strengthening an inclusive, safe and supportive environment that focuses on quality learning and teaching.</li> <li>To improve the allocation and use of resources (human, financial, time, space and materials) to maximize learning outcomes for students.</li> </ul>

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:
<p>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.</p> <p>In order to select the initiatives for the 2017 Annual Implementation Plan (AIP), the 2016 school achievement data and survey results were analysed by the staff against the Strategic Plan goals and Annual Implementation Plan key improvement strategies and targets and the Framework for Improving Student Outcomes (FISO) continuum. The initiatives of <b>Building Practice Excellence</b> and <b>Building Leadership Teams</b> were selected as the improvement priority areas for 2017. Both initiatives are at the emerging stage on the FISO continuum.</p> <p><b>Building Practice Excellence</b> was identified as a focus area during the 2015 school self-evaluation (SSE) and peer review process based on the need for consistent quality teaching practices. An analysis of 2016 school data shows the Strategic Plan goal of improving student learning outcomes in literacy and numeracy was partially achieved. NAPLAN results show an increase in the number of Year 3 students in the top 2 Reading bands and an increase in the percentage of Year 5 students achieving high growth in Writing, but improved outcomes were not consistent across year levels or learning areas. Targets set to measure teaching and learning in the Attitudes to School (ATS) and School Staff surveys were partially met. Staff feel more positive about factors such as academic emphasis and guaranteed and viable curriculum but less positive about the renewal of their knowledge and skills. The Year 5 and 6 students' responses to the teaching and learning factors were similar to or slightly lower than 2015. In discussing the data, the staff pinpointed the following areas requiring attention: adopting a consistent instructional model such as the gradual release model; documenting sequential essential learning and vocabulary at each level; providing differentiation through the use of open ended tasks and tasks with multiple entry points; and increasing feedback to students in order to engage them more fully in the learning process.</p> <p><b>Building Leadership Teams</b> was identified as a new focus area based on staff reflection and feedback in relation to the Strategic Plan key improvement strategy of building teacher capacity to embrace and lead change to enhance the school climate and professional learning culture. The School Staff survey targets to measure progress in this area were not met with the exception of feedback to staff. Staff attitudes to school level support, collective participation, renewal of knowledge and skills and active participation demonstrate the need for a more collaborative approach. In reviewing the data and reflecting on the current professional learning team (PLT) practices it was determined that improved teacher and learning practice could be achieved through adopting a consistent PLT data-driven model and by strengthening the capabilities of the PLT leaders through consistent coaching practices and targeted professional learning.</p> <p><b>Student intellectual engagement and self-awareness</b> will be addressed as an improvement dimension due to the continuing low ATS survey scores particularly related to classroom behaviour and school connectedness and to attendance figures which are consistently below state-wide averages.</p> <p>As a result of the evaluation of current data and survey results against the strategic plan goals and targets, and a diagnosis of issues requiring particular attention, the 2017 <b>Annual Implementation Plan</b> will focus primarily on building leadership capacity to promote collaborative practices and support professional learning to improve student and school outcomes.</p>



<b>Key improvement strategies (KIS)</b>	
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.	
<b>Improvement initiative:</b>	<b>Key improvement strategies (KIS)</b>
<b>Building practice excellence</b>	<ul style="list-style-type: none"> <li>• Build consistency and quality of teaching practice in literacy and numeracy across the school through professional learning teams and documentation of the curriculum in line with the Victorian Curriculum.</li> <li>• Build teachers' skill in using literacy and numeracy data to plan differentiated teaching and learning.</li> <li>• Organise and resource staff collaboration to enable teachers to work with and receive feedback from others in order to progress their practice.</li> </ul>
<b>Building leadership teams</b>	<ul style="list-style-type: none"> <li>• Build teacher knowledge and capability to lead and embrace change to enhance the school climate and professional learning culture.</li> <li>• Strengthen the professional learning teams through consistent practices, modelling, coaching and leadership development.</li> </ul>
<b>Intellectual engagement and self-awareness</b>	<ul style="list-style-type: none"> <li>• Develop whole-school mechanisms for providing feedback to students about their learning data and progress and support them to take increasing responsibility for their own learning.</li> <li>• Implement whole-school strategies for monitoring student attendance and identifying students at-risk of disengagement.</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> <li>Improved outcomes in literacy and numeracy, particularly in regards to learning gain and high achievement.</li> <li>To develop students who are independent, and actively involved in their learning and the community.</li> </ul>			
IMPROVEMENT INITIATIVE	<p><b>FISO Dimension 3: Building practice excellence</b></p> <p>Definition: Teaching is a career in which professionals are continuously learning. <b>Ongoing professional learning is critical to developing expertise as a teacher. Research has shown that individuals need to collaborate with and receive feedback from others in order to progress in learning.</b> Teachers also grow more if they conceptualise professional learning as something that happens in their daily work, and not just something that happens outside of class time. The most effective professional learning is long in duration, ongoing, and involves a variety of activities. The most important aspect of professional learning is bringing all activities back to the student – considering how the work will improve student learning and monitoring the impact over time.</p>			
STRATEGIC PLAN TARGETS	<p>An increase in the percentage of students at or above the expected <b>Victorian Curriculum levels</b> in English and Maths</p> <p>An increase in the percentage of students in the <b>top 2 NAPLAN bands</b>  <i>Year 3 Top 2 Bands = 5 and 6; Year 5 Top 2 Bands = 7 and 8</i></p> <p>An increase in the percentage of students achieving high growth on the <b>NAPLAN Relative Growth Report</b></p> <p>Improvement in the Student <b>Attitudes to School</b> survey measures of:</p> <ul style="list-style-type: none"> <li>Teacher effectiveness</li> <li>Stimulating learning</li> </ul> <p>Improvement in the <b>School Staff Climate</b> survey measures of:</p> <ul style="list-style-type: none"> <li>Academic emphasis</li> <li>Guaranteed and viable curriculum</li> <li>Collective responsibility</li> <li>Teacher collaboration</li> <li>Collective Efficacy</li> </ul> <p>Improvements in the <b>Parent Opinion</b> survey measures of:</p> <ul style="list-style-type: none"> <li>Teacher morale</li> <li>Learning focus</li> </ul>			
12 MONTH TARGETS	<ol style="list-style-type: none"> <li>Improvement in Student Achievement</li> <li>Improvement in Survey Data</li> <li>Progress along the Building Practice Excellence continuum by at least one level.</li> </ol>			



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA <small>Drafting Note: report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]</small>	MONITORING <small>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.</small>			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<ul style="list-style-type: none"> <li>Build consistency and quality of teaching practice in literacy and numeracy across the school through professional learning teams and documentation of the curriculum in line with the Victorian Curriculum.</li> </ul>	<ol style="list-style-type: none"> <li>Form expert learning teams and year level professional learning teams and support with time and personnel.</li> <li>Year-level professional learning teams to meet to plan for quality and consistent teaching practice.</li> <li>Expert teams for English, Mathematics, Teaching for Learning and STEM to actively research best practice and provide professional learning for the whole staff.</li> <li>Use the FISO continuum of practice for Building Practice Excellence to pinpoint current practice.</li> <li>Document Rye Primary School's curriculum in line with the Victorian Curriculum.</li> </ol>	Principal		6 months: <ul style="list-style-type: none"> <li>Year-level teams are meeting weekly in PLTs and are planning consistent and quality teaching experiences for all students.</li> <li>Expert teams have each led at least one professional development session based on best practice for the whole staff.</li> </ul>	● ● ●	●		
		Teachers Assist Principal Teachers Curric Leader		12 months: <ul style="list-style-type: none"> <li>Expert teams are each leading professional development sessions for the whole staff at least once each term.</li> <li>In Performance Reviews teachers provide evidence of their impact on student outcomes in literacy and numeracy.</li> <li>Improved practice indicated on the FISO continuum of practice for Building Practice Excellence.</li> <li>There are improvements in NAPLAN and Victorian Curriculum Standards data.</li> <li>Rye Primary School Curriculum is documented and regular reviews are scheduled.</li> </ul>	● ● ●			
Build teachers' skill in using literacy and numeracy data to plan differentiated teaching and learning.	<ol style="list-style-type: none"> <li>Analyse student data in PLT meetings to identify and plan each student's next level of learning, using the Victorian Curriculum standards to measure progress.</li> <li>Form expert teams to investigate differentiated instruction and provide professional learning for all staff.</li> <li>Invite a consultant to conduct a whole-school professional learning to strengthen differentiation in the teaching of mathematics.</li> <li>Provide time for the collection of data.</li> </ol>	Principal		6 months: <ul style="list-style-type: none"> <li>Teachers are planning in PLTs using student data and the Victorian Curriculum to guide their discussions.</li> <li>Expert teams are formed and meeting fortnightly.</li> <li>A consultant has conducted a professional learning session on differentiating the teaching of mathematics.</li> </ul>	● ● ●			
		Assistant Principal Curriculum Leader Teachers		12 months: <ul style="list-style-type: none"> <li>The planning for the differentiated teaching of reading, writing and mathematics is clearly documented outlining the graduated release model and tasks with multiple-entry points.</li> <li>Differentiated instruction is observed in every classroom.</li> <li>Expert teams have conducted professional learning sessions for all staff on differentiated instruction.</li> <li>There are improvements in NAPLAN and Victorian Curriculum Standards data.</li> </ul>	● ● ●			
Organise and resource staff collaboration to enable teachers to work with and receive feedback from others in order to progress their practice.	<ol style="list-style-type: none"> <li>Organise a minimum of two peer observations linked to Performance and Development focus areas.</li> </ol>	Principal		6 months: <ul style="list-style-type: none"> <li>All teachers have completed at least one peer observation experience in which they have been observed by a peer and feedback has been received and acted on.</li> </ul>	● ● ●	●		
		Assistant Principal Teachers		12 months: <ul style="list-style-type: none"> <li>All teachers have completed at least two peer observation experiences in which they have been observed by a peer and feedback has been received and acted on.</li> <li>Feedback documentation is completed and returned to the assistant principal.</li> <li>There are improvements in School Staff survey data.</li> </ul>	● ● ●			



# Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To empower all members of the school community in strengthening an inclusive, safe and supportive environment that focuses on quality learning and teaching.</li> <li>To improve the allocation and use of resources (human, financial, time, space and materials) to maximize learning outcomes for students.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		<p><b>FISO Dimension 5: Building leadership teams</b></p> <p>Definition: The leadership activity most associated with student learning outcomes is participating in and promoting teacher learning and development. <b>As leading learners, effective leaders are actively involved in professional learning with their teachers.</b> They do so in formal, structured professional development and also in informal discussions and coaching on teaching issues. <b>Leaders work to develop a culture of communication and collaboration, and make sure there is a safe environment for teachers to develop their practice with others.</b></p>						
<b>STRATEGIC PLAN TARGETS</b>		Improvement in <b>School Staff (Climate)</b> survey measures of: <ul style="list-style-type: none"> <li>Collective focus on student learning</li> <li>Collective responsibility</li> </ul>						
<b>12 MONTH TARGETS</b>		1. Improvements in Survey Data:  2. Progress along the Building Leadership Teams continuum by at least one level.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
		Estimate	YTD					
Build teacher knowledge and capability to lead and embrace change to enhance the school climate and professional learning culture.	1. Use the FISO continuum of practice for Building Leadership Teams to pinpoint current practice.	All		6 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	2. Select leaders to lead the PLTs and the new expert teams for English, Maths, Teaching for Learning and STEM.	Principal		12 months:				
	3. Provide clear role descriptions for the expert and PLT leaders.	Assistant Principal		6 months:	● ● ●			
	4. Establish goals for all leaders and teams aligned with the SSP and AIP and develop performance and development plans and action plans.	Assistant Principal & Assistant Principal		12 months:				
	5. Identify individual growth and development needs and provide appropriate professional development.	Principal & Assistant Principal		6 months:	● ● ●			
Strengthen the professional learning teams through consistent practices, modelling, coaching and leadership development.	1. Allocate a facilitator to attend each PLT meeting to support consistency and staff collaboration, to provide opportunities for feedback and to identify professional learning needs.	Principal		6 months:				
	2. Develop the PLT leaders' skills through external professional learning and school-based support, including time to meet with school leaders.	Assistant Principal		6 months:	● ● ●			
3. Provide opportunities for teachers to visit a school that has exemplary practice in using a consistent data-driven model for planning and teaching.	Principal & Assistant Principal		12 months:					
	4. Provide time for the collection of data.	Principal Curriculum		6 months:	● ● ●			
			12 months:					



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To develop students who are independent and actively involved in their learning and the community.</li> </ul>							
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		<p><b>FISO Dimension 12: Intellectual engagement and self-awareness</b></p> <p>Definition: Teachers have high expectations of student learning. They create an environment that challenges each student to reach their potential. Students are taught how to evaluate their own progress with metacognitive strategies that allow them to <b>self-regulate and better engage with their own learning</b>. Metacognition approaches help students to think about their own learning more explicitly.</p>							
<b>STRATEGIC PLAN TARGETS</b>		<p>Improvement in the <b>attendance</b> data – average student absence days Prep – Year 6</p> <p>Improvement in the Student <b>Attitudes to School</b> survey measures of the Teaching and Learning:</p> <ul style="list-style-type: none"> <li>Learning confidence</li> <li>School connectedness</li> <li>Student motivation</li> <li>Teacher empathy</li> <li>Classroom behaviour</li> </ul> <p>Improvement in the <b>Parent Opinion</b> survey measures of:</p> <ul style="list-style-type: none"> <li>Student motivation</li> <li>School connectedness</li> </ul>							
<b>12 MONTH TARGETS</b>		<ol style="list-style-type: none"> <li>Improvement in attendance data:</li> <li>Improvement in Survey Data</li> <li>Progress along the Intellectual Engagement and Self-Awareness continuum by at least one level.</li> </ol>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
					Estimate	YTD			
Develop whole-school mechanisms for providing feedback to students about their learning data and progress and support them to take increasing responsibility for their own learning.	<ol style="list-style-type: none"> <li>Use the FISO continuum of practice for Building Leadership Teams to pinpoint current practice.</li> <li>Conduct formative assessment and provide feedback to students during reading and writing conferences to assist students to identify learning needs and develop learning goals and strategies.</li> <li>Document the conference feedback as a data source in PLT meetings.</li> <li>Explicitly teach students how to monitor and evaluate their progress and success using a range of self-evaluation tools and strategies.</li> </ol>	All		<p>6 months:</p> <ul style="list-style-type: none"> <li>Teachers are utilising exit cards to generate student self-reflection and feedback.</li> <li>Learning intentions and success criteria are visible in every classroom.</li> <li>Teachers are using conference feedback as a data source during PLT meetings.</li> <li>Students have reading and writing goals and with teacher support can measure their progress.</li> </ul>	● ● ●				
		Teachers Teachers Teachers		<p>12 months:</p> <ul style="list-style-type: none"> <li>Attitudes to School data shows an improvement in student engagement factors.</li> <li>Students have input into the creation of success criteria, for example: What does a good recount look like? What does a good reader do?</li> <li>Students have reading and writing goals and can measure their progress against success criteria.</li> </ul>	● ● ●				
Implement whole-school strategies for monitoring student attendance and identifying students at-risk of disengagement.	<ol style="list-style-type: none"> <li>Analyse student attendance data at PLT meetings and identify issues that impact on poor attendance.</li> <li>Review the attendance policy.</li> <li>Develop and implement an improvement plan based on one or two high impact attendance strategies.</li> <li>Inform students and parents of the plan.</li> <li>Develop case management plans for at-risk students.</li> </ol>	Teachers		<p>6 months:</p> <ul style="list-style-type: none"> <li>Issues that contribute to absenteeism have been identified.</li> <li>An improvement plan is developed.</li> </ul>	● ● ●				
		Assist Prin All All All Teachers Assist Prin		<p>12 months:</p> <ul style="list-style-type: none"> <li>Whole school strategies are being consistently implemented.</li> <li>Attendance data has improved.</li> </ul>	● ● ●				



# 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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Next Steps:</b>				

