

Annual Implementation Plan: for Improving Student Outcomes

School name: **Eagle Point Primary School**

Year: **2017**

School number: 3215

Based on strategic plan: 2015-2018

Endorsement:

Principal **Jenny Leggatt** 19.01.17

Senior Education Improvement Leader **Doug Jones** 19.01.17

School council **Kym Paterson** 19.01.17

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	✓
		Building practice excellence	√
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	
		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.

Our school has continued to build the concept of 'quality learning and teaching' for all members of our school community. The drive to build the understanding of content and teachers knowledge in our key areas of literacy and numeracy continues. This year one main focus will be on Reading, developing a P-7 core skill document, outlining core skills and 'I can do'...statements. Our staff with greater knowledge of content will be better informed and be able to cater for individual needs. Writing will continue to be planned for in 5 week blocks using formative assessment to plan for identified needs and have moderation sessions with teaching staff to ascertain levels of attainment.

Teachers will continue to plan in teams and have open units where team teaching occurs. A coaching program will continue to focus on the particular needs of staff especially our graduates.

A sense of urgency to raise the academic levels of our students was identified after our school review in 2014. The 5 week planning block will be extended to Reading focusing on the Core Skill document. This will enable teachers to hone in what children know and what they need to learn next. A variety of feedback will be provided to students and teachers on their performance providing them with knowledge on what has been learnt and what still needs to be learned. Student confidence in their learning will be demonstrated through various surveys such as Student Confidence Surveys, PoLT and Student Opinion Surveys. Students will develop their own portfolios outlining their learning that has taken place.



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	<ul style="list-style-type: none">• Develop Quality Teaching and Learning by strengthening teacher capacity and practice especially in regard to reading and writing• Increase the rigour in the use of data to analyse student learning, provide feedback to students and inform the planning for differentiated teaching at point of need.• To provide students with a variety of feedback on their performance to build learning confidence and a belief they can succeed.
Empowering students and building school pride	<ul style="list-style-type: none">• Increase student engagement by providing learning tasks that are purposeful and authentic that will take into consideration student and teacher interests and passions.• Build the capacity of teachers and students to question in order to deepen learning and understanding• Build the capacity of teachers to support students to set learning goals, measure against them and report their own progress and achievement

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Framework for Improving Student Outcomes

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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 note 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 outcomes in Literacy and Numeracy with a focus on Writing and Numeracy						
IMPROVEMENT INITIATIVE		● Excellence in Teaching and Learning- Building Practice Excellence						
STRATEGIC PLAN TARGETS		To increase learning by at least a year's growth for all students against the Victorian Curriculum in the period from 2015-2018.						
12 MONTH TARGETS		To increase learning by at least a year's growth for 80% of all students against the Victorian Curriculum in 2017.						
						MONITORING		
						Budget		
						Estimate	YTD	
				6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months: Drafting of Reading document begins Professional development organised around Reading Experts sought to assist Teachers working together & moderate Reading Teachers continue to work in teams Teachers report against student progress on Compass Coaching and mentoring is in place	● ● ●	Staff attend Professional Learning meetings and provide evidence of new learning in their practice. Reading Document draft Professional Learning Journal entries on new learning centring around Reading Entries on Compass Coaching notes Mentoring schedule Student achievement will improve by a year's growth for 80% of students across all curriculum areas.		
				12 months: Reading Document completed with input from all teachers Mid and end year reports completed on Compass representing the learning completed each 5 week block Graduates VIT provisional registration	● ● ●	Reading document Work Programs evidence student needs are being met 5 week block reports and semester reports Student achievement will show an increased number of students in the top 2 bands according to Naplan data in Reading, Writing and Numeracy.		
				6 months:	● ● ●	Progress reports are sent out to parents		



in the use of data to analyse student learning, provide feedback to students and inform the planning for differentiated teaching at point of need.	<ul style="list-style-type: none"> Teachers will report to parents on the 5 week blocks undertaken 3 times per each semester. Teachers will set goals and targets for each student in Literacy and Numeracy and report against these. Teachers will be supported by providing time to meet and moderate together so reporting comments are accurate and consistent Teachers will continue to use 3 different forms of assessment to plot children on the Victorian Curriculum in Maths, Writing, Spelling & Reading 	<p>& Leadership Team</p> <p>Classroom teachers</p>	Beginning Term 1	<p>Progress reports go out after each 5 week block</p> <p>Goals are evidenced on Compass and being trialled within the classrooms either in student workbooks or in an electronic portfolio.</p> <p>Time release provided for staff to meet</p>		<p>Goals will be evidenced on Compass with progress comments</p> <p>Portfolios will be trialled at all classroom levels and be used at parent/student/teacher meetings.</p>		
			12 months:	<p>Goals are evidenced on Compass and within the classrooms either in student workbooks or in their electronic portfolios</p> <p>3 forms of evidence will be provided by staff when plotting students against the Vic Curriculum in specified areas.</p>	● ● ●	<p>Progress reports will be sent out after each 5 week block</p> <p>Parents will be approached to provide feedback on new way of reporting</p> <p>Students will share their portfolio during teacher/parent/student meetings</p>		
				6 months:	● ● ●	<p>Staff Professional Learning Journal will demonstrate reflection on what has been learnt through PD and what is the next step in their learning</p> <p>Staff will use student feedback data to inform the way they provide feedback to students.</p>	2,000	2,100
				12 months:	● ● ●	<p>Examples of student's goal setting and progress comments</p> <p>Student confidence in learning data showing a general improvement.</p> <p>Student's reflections on student led conferences</p>		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To increase student ownership of learning 							
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Positive Climate for Learning- Empowering students and building school pride 							
STRATEGIC PLAN TARGETS		<p>By 2018 the following outcomes to be evidence in the Student Attitudes to School Survey:</p> <p>Student Morale 5.21 to 6.00</p> <p>Stimulating Learning From 3.40 to 4.3</p> <p>Learning Confidence From 3.75 to 4.3</p> <p>Student Motivation From 3.87 to 4.3</p> <p>School Connectedness From 3.70 to 4.3</p>							
12 MONTH TARGETS		<p>Student Morale increase from 5.21 to 5.8, Stimulated learning to increase from 3.55 to 4.0, Learning Confidence to increase from 3.8 to 4.0, Student Motivation to increase from 3.9 to 4.3 and School Connectedness to increase from 3.9 to 4.3.</p>							
						MONITORING			
								Budget	
								Estimate	YTD
				6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
				12 months:	● ● ●				
				6 months: Teachers will visit Yinnar Primary School and be released from school Teacher work programs will evidence a purpose for each lesson Teachers will have planned assessment requirements before units of work and inform students on expectations of learning	● ● ●	Students are consulted about their learning and this is evidenced in the planning of the unit of work. Rubrics will be used in the Senior and Middle school classrooms showing student choice and evidence of learning Assessment of student work to provide feedback to the student on their achievement and areas of improvement			
				12 months: Teachers attend PD based on Critical and Creative Thinking linking aspects of Gardiner's and Bloom's Taxonomies Teachers will explore students interests and passions before planning thematic units of work PD has been provided on integrated units of work	● ● ●	Teachers are able to plan units of work for their students that differentiate for different learning styles Teachers trialling some aspects of Blooms and Gardiners with their students eg Rubrics Students will self-evaluate their own work and become involved in peer assessment Students are provided the opportunity to share their prior knowledge in a topic before explicit teaching begins			
				6 months: Teachers will consult students on thematic work that will be undertaken	● ● ●	Teachers have attended PD and have begun teaching specific question types			



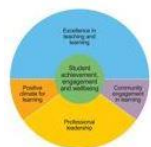
students to question in order to deepen learning and understanding	<ul style="list-style-type: none"> Teachers will provide some units of work based on Gardiners and Blooms Taxonomies 2-6 	team leaders	Starting Term 3	Teachers, after PD, use specific questioning types to deepen student understanding				
				12 months: Teachers will plan units of work based on Blooms and Gardiners	● ● ●	Naplan results in reading begin to show an increase in answering comprehension questions		
				6 months: Teachers will relay the learning requirements on units of work to their students. Children have a clear understanding on what has to be achieved- goal setting Students will receive feedback on their learning and assessments on a regular basis through pre assessments and on the goals set Students will begin to identify their next point of learning	● ● ●	Senior and Middle School Students will evidence their goals and their progress in their Student Portfolios The student will enter their goal, a reflection of progress and a form of evidence to show success in regard to achieving their learning goals		
				12 months: Students will begin to use 'I' statements in Reading and Writing Students put evidence of quality work in their portfolios	● ● ●	Students begin to use 'I can' statements in their learning reflections Quality work will uploaded into portfolios		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve the learning environment to provide stimulating and challenging learning that meets the needs of all students 					
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		<p>By 2018 the following outcomes to be evidence in the Student Attitudes to School Survey:</p> <p>School Connectedness From 3.71 to 4.3</p> <p>Student Distress From 5.36 to 6.00</p> <p>Student Safety 4.01 to 4.6</p> <p>Classroom Behaviour 3.41 to 3.7</p>					
12 MONTH TARGETS		<p>School Connectedness to 4.0</p> <p>Student Distress to 5.7</p> <p>Student Safety 4.01 to 4.4</p> <p>Classroom Behaviour to 3.7</p>					
						MONITORING	
						Budget	
						Estimate	YTD
				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:	● ● ●		
				<p>6 months:</p> <ul style="list-style-type: none"> Teachers will set targets in their team meetings at the start of the year and again mid-year. Teachers and students will identify quality work on a regular basis and monitor within their classrooms Teachers will record behaviours on Compass and the strategies chosen. Teachers will plan for a differentiated needs, demonstrated in the weekly planners Students will be recognised for quality work at assemblies and within their own classrooms Choice Theory PD will be provided prior to the school year starting for new staff and interested parents Choice Theory PD sessions will occur termly and be provided by Jeff Steedman on point of need 	● ● ●	<p>Teachers set targets in March and monitor progress of individual students when reviewing and resetting targets in June for December</p> <p>Increased evidence of Children’s quality learning and work is displayed in their portfolios</p> <p>Less students are recorded in Compass for behaviour entries and exits from the classroom or from the yard</p> <p>Choice Theory PD is attended by staff each term and actions from this PD is evidenced in their Professional learning journals</p> <p>Teachers work programs show that teachers plan for students zone of proximal development</p>	
				<p>12 months:</p> <ul style="list-style-type: none"> Students will recognise quality work of their peers Recognition of quality learning will be celebrated in a variety of ways in the school 	● ● ●	<p>As above</p> <p>Celebrations of learning occur within the classroom setting highlighting quality learning on a regular basis</p>	

Track data for attendance, behaviour strategy usage and student achievement. Communicate regularly between school and home and vice versa	<ul style="list-style-type: none"> Parents able to report absences electronically and book times for parent, student teacher interviews and permission for incursions and excursions Teachers to track student behaviour and classroom exits on Compass Teachers/Leadership will be able to track academic progress on Compass Teachers and leadership to be able to communicate with families re occurring behaviours 	All teachers/ team leaders	Start in Term 1	6 months: <ul style="list-style-type: none"> Parents begin to report absences electronically Teachers put in chronicle entries on Compass Leadership will monitor behaviours twice a year 	● ● ●	Parents begin to access Compass Teachers use Compass to track behaviour Leadership/teachers access data and monitor student's learning		
			Term 1	12 months: <ul style="list-style-type: none"> Parents access Compass and report absences on a more regular basis. Staff consistently use ipad to record behaviours & strategies Leadership to access data on Compass. 	● ● ●	Parents are accessing Compass more regularly Teachers consistently use Compass to track behaviour and report on 5 week blocks Leadership/teachers access data and monitor student's learning. Begin to think about how parents may be able to access student achievement		
				6 months: <ul style="list-style-type: none"> Plan for and invite people to attend Reconciliation Ceremony Provide an opportunity for all community members to be involved in Harmony Day 	● ● ●	Reconciliation Day Ceremony is recognised in school newsletter Guest speakers participate in Reconciliation Day celebrations		
				12 months: <ul style="list-style-type: none"> Excursions/Incursions provided by school centring on Koorie Culture and understanding Principal to liaise with Region on accessing an Koorie Educator Visit the Keeping Place in Bairnsdale 	● ● ●	Students participate in a variety of Koorie awareness activities KESOs visit our school on a regular basis		



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
Building practice excellence	Building practice excellence	Yes	2 - Evolving	Our teaching staff used the Continua for School Improvement in the areas identified in our AIP and rated Building Practice excellence at a solid Evolving moving towards Embedding. Our key improvement strategies are: <ul style="list-style-type: none"> Develop Quality Teaching and Learning by strengthening teacher capacity and practice especially in regard to reading and writing Increase the rigour in the use of data to analyse student learning, provide feedback to students and inform the planning for differentiated teaching at point of need. To provide students with a variety of feedback on their performance to build learning confidence and a belief they can succeed. As for the success criteria and how we will monitor our progress please refer to the section on Improvement Initiatives.
	Curriculum planning and assessment	Yes	Select status	
	Evidence-based high impact teaching strategies	Yes	Select status	
	Evaluating impact on learning	Yes	Select status	
Building leadership teams	Building leadership teams	Yes	Select status	
	Instructional and shared leadership	Yes	Select status	
	Strategic resource management	Yes	Select status	
	Vision, values and culture	Yes	Select status	
Empowering students and building school pride	Empowering students and building school pride	Yes	2 - Evolving	Our teaching staff used the Continua for School Improvement in the areas identified in our AIP and rated Empowering students and building pride at a solid Evolving moving towards Embedding. Our key improvement strategies are: <ul style="list-style-type: none"> Increase student engagement by providing learning tasks that are purposeful and authentic that will take into consideration student and teacher interests and passions. Build the capacity of teachers and students to question in order to deepen learning and understanding Build the capacity of teachers to support students to set learning goals, measure against them and report their own progress and achievement As for the success criteria and how we will monitor our progress please refer to the section on Improvement Initiatives.
	Setting expectations and promoting inclusion	Yes	Select status	
	Health and wellbeing	Yes	Select status	
	Intellectual engagement and self-awareness	Yes	Select status	
Building communities	Building communities	Yes	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	Yes	Select status	
	Parents and carers as partners	Yes	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:

