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

|  |  |
| --- | --- |
| School name: BULLARTO PRIMARY SCHOOL | Year: 2017 |
| School number: 1288 | Based on strategic plan: 2015 - 2018 |
| Endorsement:  Principal Arthur Lane 15/12/2016 | Senior Education Improvement Leader Phonse Crawford [date] |
| School council Scott Evans [date] | |

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** | **✓** |
| * To improve Student learning outcomes in Literacy and Numeracy |  | **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. | |
| During 2016 work has continued on the High Reliability Schools model level 2: Effective teaching in every classroom. Teachers continued the work of the previous year on Learning Intentions and Success Criteria and have moved on to incorporate formalised feedback into the classroom. This feedback has included teacher to student as well as peer feedback and has used a standardised written prompt. Student learning data has been a challenge to analyse with 90% of the student cohort having changed from the beginning to the end of the year, however the learning gain in NAPLAN numeracy is below threshold and needs to be addressed. Student survey results have improved considerably since 2015 but are still disappointingly low in several areas, particularly Stimulating Learning. The very high turnover of students will mean that attracting and retaining new enrolments remains a key focus for 2017 and beyond. $5000 equity funding will be allocated to the hiring of a teacher aide to provide support in literacy and numeracy for students at risk. | |
| **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** | * **Improve numeracy teaching throughout the school, using high impact teaching strategies.** * **Embed use of student surveys and feedback.** |
| **Curriculum Planning and assessment** | * **Introduce Victorian Curriculum and align with school Literacy and Numeracy curriculum continuums.** * **Evaluate usefulness of “Gradexpert” data tool / reporting system: investigate alternatives.** |

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.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRATEGIC PLAN GOALS** | | **To improve Student learning outcomes in Literacy and Numeracy** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building Practice Excellence** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | Raise the Teacher Judgment data for Yrs. 2, 4 and 6 to show at least 80% of students at or above VELS level.  All children at or above expected level in NAPLAN data.  All students show growth of at least 1 VELS level each year in areas of English, Maths and Science as measured by teacher judgement data | | | | | | | |
| **12 MONTH TARGETS** | | On demand testing data shows at least 80% of students at or above VELS level.  All students show growth of at least 1 VELS level each year in areas of English, Maths and Science as measured by teacher judgement data | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| **Improve numeracy teaching throughout the school, using high impact teaching strategies.** | * Work with Hepburn PS and Andrea Hillbrick to develop use of high impact teaching strategies. * Attend 2 PD days with HPS * Embed use of high impact strategies eg: learning intentions, success criteria, assessment and feedback across the school. | | Principal and staff | Term 1 and ongoing | 6 months: Teachers have attended a PD day with Hepburn PS.  Numeracy lessons are planned to incorporate strategies from this PD. | **⚫ ⚫ ⚫** | [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |  |  |
| 12 months: Teachers have attended 2 PD days with Hepburn.  Numeracy teaching routinely uses high impact strategies.  Classroom walkthroughs demonstrate evidence of high impact strategies.  Student surveys reflect improvement in “Stimulating Learning”: to be at or above 4.0 | **⚫ ⚫ ⚫** |  |  |  |
| **Embed use of student surveys and feedback.** | * Refine student surveys to collect needed data. * Put surveys on-line to make administration simple and easy. * Administer surveys at least once per term. | | Principal and staff | Term 2 then ongoing | 6 months: Survey has been discussed with staff and students.  Survey questions are agreed by staff.  Surveys are created on (eg) survey monkey. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: Surveys are being administered termly. | **⚫ ⚫ ⚫** |  |  |  |

Section 2: Improvement Initiatives

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STRATEGIC PLAN GOALS** | | **To improve Student learning outcomes in Literacy and Numeracy** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Curriculum Planning and assessment** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | Raise the Teacher Judgment data for Yrs. 2, 4 and 6 to show at least 80% of students at or above VELS level.  All children at or above expected level in NAPLAN data.  All students show growth of at least 1 VELS level each year in areas of English, Maths and Science as measured by teacher judgement data | | | | | | | |
| **12 MONTH TARGETS** | | On demand testing data shows at least 80% of students at or above VELS level.  All students show growth of at least 1 VELS level each year in areas of English, Maths and Science as measured by teacher judgement data | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| **Introduce Victorian Curriculum and align with school Literacy and Numeracy curriculum continuums.** | Use Collaborative Learning days to explore differences and changes in the new curriculum.  Engage with network schools for documentation support.  VCAA website for curriculum documentation.  Communicate with parents about changes.  Alter layout of student reports to reflect domain / capability changes. | | Principal / staff | Semester 1 | 6 months: Victorian curriculum is reflected in school curriculum documentation.  Teachers are referring to an agreed document as part of their planning process. | **⚫ ⚫ ⚫** | [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |  |  |
| 12 months: Student reports use the new domains and capabilities. | **⚫ ⚫ ⚫** |  |  |  |
| **Evaluate usefulness of “GradeXpert” data tool / reporting system: investigate alternatives.** | Use network connections to collaborate on a switch to a more user friendly system.  Decide on future direction for student tracking / reporting.  Implement purchase and installation of new system.  Transition student data and reporting to new system. | | Principal / staff | Term 1 and ongoing | 6 months: Decision has been made. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: New system (if applicable) is installed and working.  Staff are using new system to input student data and write student reports. | **⚫ ⚫ ⚫** |  |  |  |

**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 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] | | | | |
| **Considerations for 2018:** | | | | |