Annual Implementation Plan: for Improving Student Outcomes

School name: Kingsville Primary School

School number: 3988

Year: 2017

Based on strategic plan: 2014-2018

Endorsement:

Principal: Kathleen Ginnane   date: 20/3/2017

Senior Education Improvement Leader   John Stone   date: 30/3/2017

School council President: Glen Yates   date: 31/3/2017

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
- To maximise the learning in literacy and numeracy for each student.   - To enhance the engagement in learning for every student.

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:
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 2014 the 2015-2018 Kingsville Primary School Strategic Plan was developed and goals focus on:

- maximising the learning in Literacy and Numeracy for each student
- building student engagement in their personal learning
- enhancing and individualising support for every student to enable the development of their social and emotional wellbeing
- monitoring the Strategic Plan and Annual Implementation Plan to ensure resources are deployed in a manner aligned to and in support of, strategic intent

The Key Improvement Strategies identified from the Strategic Plan are as follows to:

- build the capacity of every teacher so that there is high quality consistent practice visible and able to be evidenced within every learning environment across the school
- ensure a guaranteed and viable curriculum
- build a whole school approach to the regular and effective monitoring of student growth
- ensure student voice in the learning
- maintain high quality transition processes across the school
- build a whole school approach to student wellbeing
- target school resources to ensure the goals of the Strategic Plan are supported
- monitor and evaluate allocation of resources by review of school budgeting processes and audit reports across the 2015-2018 period

Evaluation of 2016 achievement overall, along with the analysis of relevant data including teacher judgements, NAPLAN and student, parent, and staff opinion , gained from DET surveys provided a comprehensive progress report. The degree of achievement relating to the success criteria stipulated in the 2016 Annual Implementation Plan contributes further towards achievement of the 4 year

target set in the school Strategic Plan.

The analysis of 2016 data indicated progress is being made towards the achievement of targets set to be reached by 2018 in Achievement Engagement Wellbeing and Productivity. In working towards achieving all targets set in the Strategic Plan further specific improvements will be required.

Focus areas for growth 2017
- to increase the percentage of students achieving high growth in NAPLAN '*relative growth matched data'* by a minimum of 10% in Reading in working towards the 2018 target of 40%
- to increase the percentage of students achieving high growth in NAPLAN '*relative growth matched data*' by a minimum of 10*%* in Spelling in working towards the 2018 target of 40%
- to increase the mean score of the Teaching and Learning variables as expressed in the Student Opinion Survey

In response to data analysis and consultation with John Stone (designated Senior Education Improvement Leader), the KPS Leadership team has identified priorities to be addressed through the 2017 Annual Implementation Plan: for improving student outcomes.

1. **Priority   Excellence in Teaching and Learning**   with ***curriculum planning assessment*** being the initiative

2. **Priority   Positive Climate for learning**, with ***empowering students with building school pride*** being the initiative

In addressing these priorities and taking up on the initiatives the following targets have been set

- to increase the percentage of students achieving *high growth* in year 5 Reading to 30% of the cohort, with a particular focus on growth of students who achieved greater than band 6 in year 3 NAPLAN.
- to increase the percentage of students achieving *high growth* in year 5 Spelling to 35% of the cohort, with a particular focus on growth of students who achieved band 6 or better in year 3 NAPLAN.
- to reverse the downward trend and to achieve positive growth in the Student Opinion Survey results in all variables of the Teaching and Learning factors of the survey by a minimum of 0.20 points

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 and assessment	- build the capacity of every teacher so that there is high quality and consistent practice across the school - ensure a guaranteed and viable curriculum - build the capacity of the leadership team to lead school improvement across the school - build a whole school approach to the regular monitoring of learning growth for every student
Empowering students and building school pride	- ensure student agency in the learning - further develop the student leadership program

Framework for Improving Student Outcomes

Published: February 2016

VICTORIA
State
Government

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 maximise the learning in literacy and numeracy for each student.
IMPROVEMENT INITIATIVE	Curriculum planning and assessment
STRATEGIC PLAN TARGETS	• the percentage of students achieving high growth on NAPLAN "relative growth matched cohort reports" to be at or more than, 40% in each area of literacy and numeracy • the percentage of students achieving low growth on NAPLAN "relative growth matched cohorts reports" to be at or less than 10% in each area of literacy and numeracy
12 MONTH TARGETS	• Increase the percentage of students achieving high growth in year 5 reading to 30% of the cohort, with a particular focus on growth of students who achieved greater than band 6 in year 3 NAPLAN. • Increase the percentage of students achieving high growth in year 5 spelling to 35% of the cohort, with a particular focus on growth of students who achieved band 6 or better in year 3 NAPLAN.

KEY IMPROVEMENT STRATEGIES [Drafting Note report here the KIS from the previous summary page]	ACTIONS [Drafting Note report here what the school will do and how – including financial and human resources]	WHO [Drafting Note report here the person responsible]	WHEN [Drafting Note report here the timeframe for completion]	SUCCESS CRITERIA [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	Progress Status	MONITORING		
						Evidence of impact [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Budget	
							Estimate	YTD
Building the capacity of every teacher so that there is high quality and consistent practice across the school	Review the Kingsville induction process to allow all teachers to be active participants in their profession by gaining understanding of the expectations of being a teacher in both the • Victorian Government system and • Kingsville Primary School	Assistant Principal Induction Coordinator	March 2017	6 months: Updated induction process, including staff survival guides. All staff able to evidence how they align themselves in line with KPS staff responsibilities by reflectiing on their understanding of what it means to be a teacher at KPS. Three-year cycle for school policy review schedule in place. First year of cycle reviews completed.	[green]	Teachers at Kingsville will evidence a greater understanding of their responsibilities and knowledge of existing policies and processes that they can access to support them. Teachers are accessing policies documents regularly to support their work and interactions with parents, students and staff.		
				12 months: Feedback from staff with suggestions for updating induction process have been sought and incorporated into the process for 2018.	● ● ●	Teachers will evidence: • a greater sense of connection to the school and their role within it • increased skills and knowledge relating to management of their wellbeing and career development Staff opinion survey indicates a positive response to school climate and wellbeing.		

Framework for Improving Student Outcomes

VICTORIA State Government

Published: February 2016

	Imbed a classroom observations system to provide feedback and build consistency.	Principal and leadership team (design of) Level leaders (implementation)	To begin Term 2 2017 Ongoing in line with determined schedule	6 months: System has been developed and implemented	🟨	An increase in the number of teachers displaying all of the non-negotiables of KPS as observed and recorded from leadership observations.		
				12 months: Evidence of the learning gained from learning walks. Systems has been reviewed and updated accordingly.	🔴🟡🟢	Observations from leadership indicate an improvement in the quality of teacher instruction and a closing of the gap between variances in each classroom. Staff feedback indicates a positive response to observation system and details how it has improved and changed their practice. Staff performance and development plans document evidence that displays changes to classroom practice and improvements in student outcomes that are related to the observation system		
Ensure a guaranteed and viable curriculum	Imbed the agreed Kingsville Instructional Model and utilise along with the Kingsville non negotiables of practice.	Leadership Team & Curriculum Leaders (design of)	Ongoing 2017	6 months: In conjunction with staff, a KPS research based instructional model has been developed and agreed upon.	🟨	Evidence of instructional model supporting teachers to implement classroom instruction that is consistent and effective.		
				12 months: The instructional model is observed in practice within classrooms during observational walks.	🔴🟡🟢	Evidence of impact on learner outcomes as indicated in teacher professional development plans. Staff performance and development plans document evidence that displays changes to classroom practice and improvements in student outcomes that are related to the Kingsville instructional model.		
	Explore Aboriginal perspectives and culture in our curriculum	Level Teams PYP Coordinator	Term 4	6 months: Completed audit of units of work concerning explicit links to Aboriginal perspectives and culture. Determine level of need for greater levels of clarity regarding aboriginal perspectives	🟩			
				12 months: Plan for 2018 inclusions to units of work				

VICTORIA State Government

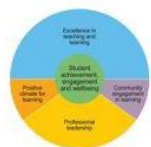|								
	Utilize 2017 **Equity funding $16 878** to create and sustain the organisational conditions that enable exemplary literacy practice and achieve the Education State target in primary and secondary school settings.	Team members to be determined	Term 4 2017	6 months: 6 months: 4 x staff members from across the levels, attend the Leading Literacy Bastow course 80hrs over the course of 12 months. Cost $600 per participant + $2400 CRT costs per participant. Total cost $12,000	🟩 (green)	Increase number of staff with significant literacy expertise	$18 000	
				12 months: 12 months: Creation of a team with literacy expertise that are able to guide and direct literacy learning at KPS Literacy team given 3 x full days develop school based literacy initiatives $375 x 4 x 3 = $4500 Gifted and Talented Coordinator provided one day a term for collaboration with Yarraville West Coordinator $375 x 4 = $1500	🔴🟡🟢	Existence of literacy expertise *team* providing guidance and coaching to other staff		
Build the leadership team to lead school improvement across the school	Develop and implement a mentoring program.	Leadership Whole staff	End Feb	6 months: All staff have been assigned a mentor or mentee. Staff are aware of the roles and responsibilities associated with a mentor or mentee.	🟩 (green)	Mentoring program indicates the enhancement of the teaching craft of both the mentor and mentee.		
				12 months: Staff in mentor/leadership roles have received support and training in the role of a leader	🔴🟡🟢	Teachers will demonstrate an expanded teaching repertoire, improved job satisfaction, commitment and evidence impact on learner outcomes as indicated in their professional development plans.		
	Develop the knowledge and understanding of the leadership team in best practice in instruction, assessment and the wellbeing of students by accessing high quality professional development opportunities.	Leadership	Ongoing 2017	6 months: Attendance at PYP Asia Pacific Conference Attendance at Victorian PYP Network meetings	🟨 (yellow)	Leadership have written a report of PYP conference that outlines new knowledge and initiatives that have been gained and highlights possible impact on school improvement.		
				12 months: Attendance at Victorian PYP Network conference Hosting of teachers during PYP Open Schools fortnight		Feedback from staff indicates a positive improvement to practice and student outcomes directly related to leadership professional development.		
Build a whole school approach to the regular monitoring of learning growth for every student	Creation of a school planning room with a visual display of student data in the form of a data wall.	Input form all staff Completion by leadership team	End semester 1 Ongoing	6 months: Creation of a data expectations schedule to complement the assessment schedule Infrastructure for the planning room is established	🟨 (yellow)	Collaborative planning by levels indicate the consistent use of student data, as suggested by the data expectations schedule, to influence the planning of units of work.	$10 000	

|								
				Creation of data wall	 	Planning room is used on a regular basis to support collaborative planning.		
				12 months: Record of use Survey of staff to indicate usefulness of planning room and ideas for improvements	🔴 🟡 🟢	Evidence impact on learner outcomes as indicated in their professional development plans. Staff opinion indicates support for the creation of a planning room and provides suggestions for improvements to support collaborative planning.		
	Work to improve methods reporting to parents on student progress to ensure processes are timely and relevant, e.g. learning task on Compass	School improvement team	Term 4	6 months: Professional learning community established to investigate the current school reporting process and opportunities for improvement based on parent opinions and researched based evidence.	 			
				12 months: Improvements to the reporting process have been tabled to leadership, staff and the school community for consultation.	🔴 🟡 🟢	Opinions from staff and the school community have been collected and used to modify the reporting process and improve parent opinion to reporting as expressed in the parent opinion survey.		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To enhance the engagement in learning for every student.
IMPROVEMENT INITIATIVE	Empowering students and building school pride
STRATEGIC PLAN TARGETS	By end 2018 Student opinion as expressed in the "Attitudes to School Survey" scores in the Teaching and Learning variables of • Learning Confidence • School connectedness • Stimulating Learning • Student motivation • Teacher effectiveness • Teacher empathy to be all maintained at current above state and regional means with an improvement in each variable by a minimum or 0.25 points or more
12 MONTH TARGETS	To reverse the downward trend and see positive growth, relating to the Teaching and Learning factors of the survey.

KEY IMPROVEMENT STRATEGIES [**Drafting Note** report here the KIS from the previous summary page]	ACTIONS [**Drafting Note** report here what the school will do and how - including financial and human resources]	WHO [**Drafting Note** report here the person responsible]	WHEN [**Drafting Note** report here the timeframe for completion]	SUCCESS CRITERIA [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	MONITORING			
					Progress Status	Evidence of impact [**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	Budget	
							Estimate	YTD
Ensure student agency in the learning	Continuing to develop staff understanding of learner agency allowing greater student voice in the classroom	PYP Coordinator	Ongoing	6 months: Participation in Victorian PYP network heads of school and coordinators meetings. School improvement sessions dedicated to developing teacher knowledge of learner agency.	*(yellow)*	Staff feedback from school improvement sessions indicate an improved understanding of student agency and how to create greater agency with their students.		
				12 months: Participation in the Victorian PYP Heads of school and coordinators conference – Cape Schank School improvement sessions dedicated to developing teacher knowledge of learner agency.	●●●	Student opinions as expressed in the teaching and learning areas of the student opinion survey indicate improvements. Student feedback through the student leadership team shows improvement in student feelings towards their learning, including the feeling of empowerment and control of their own learning.		
	Supporting the growth of the highly abled students by developing staff knowledge of how to best cater for these students	Gifted and Talented Curriculum Team	Ongoing	6 months: Teachers understand the agreed identification process for gifted and talented students at Kingsville Teachers have identified potential gifted and talented students	*(yellow)*	Work programs and unit planners indicate how gifted and talented students will be supported.		

Framework for Improving Student Outcomes

				Data base listing students identified as gifted or talented has been created	🟨			
				12 months: Teachers have a well development understanding of how to cater for the needs of the gifted and talented students in their class.	🔴🟡🟢	Teacher work programs indicating the systems set up to cater for the needs of gifted and talented students. Student opinions as expressed in the teaching and learning areas of the student opinion survey indicate improvements.		
Further develop the student leadership program	Develop and implement an expanded model for student leadership involving greater number of students and broader areas of influence	Assistant Principal (inline with role) Student Engagement and Well being Team members	Nov 2017	6 months: Student leadership opportunities have been created including school captains, house captains and junior school councillors. These leadership roles have set criteria and responsibilities. In consultation with students, new leadership opportunities have been identified and created.	🟩			
				12 months: New leadership opportunities for students are in place and have been running.	🔴🟡🟢	Student opinions as expressed in the wellbeing and student relationships areas of the student opinion survey indicate improvements. Feedback from student leaders in the form of verbal and written feedback indicates positive response to new initiatives in student leadership opportunities.		
	Develop the role of student leadership coordinator and role descriptions for expanded student leadership positions	Student Leadership Coordinator	Nov 2017	6 months: Student leadership coordinator position in place with a job description. Increased number of leadership positions Higher ratio of student initiated actions	🟨	Increase numbers of boys applying or nominating for leadership positions.		
				12 months: Student leaders feel empowered and have the capacity to initiate school improvement initiatives	🔴🟡🟢	Evidence of student voice and involvement with school leadership and school governance		

Framework for Improving Student Outcomes

VICTORIA
State
Government
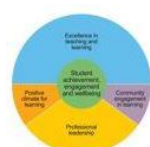
Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	[**Drafting Note** these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
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	[**Drafting Note** these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[**Drafting Notes** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - including financial and human resources]	[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	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:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

Framework for Improving Student Outcomes

VICTORIA
State Government

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: