Annual Implementation Plan: for Improving Student Outcomes

School name: Armadale Primary School

School number: 2634

Year: 2017

Based on strategic plan: 2016 -2019

Endorsement:

Principal: Rochelle Cukier   March 2017

School council : Nicole Batagol   March 2017

Senior Education Improvement Leader   Stuart Andrews

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 provide personalised, authentic and meaningful learning experiences for our students, to afford them choice in their learning, a voice and agency to make a significant difference and to fully participate in school life.   **To maximise student achievement growth across the Victorian Curriculum in Mathematics and English from Prep to Year 6.**   **To have flourishing, thriving and resilient children who approach each day with a positive mindset.**   **To develop students who are empathetic, resilient and willing to contribute to the wellbeing of others.**

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	

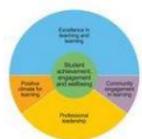| Improvement Initiatives rationale: |
|---|
| Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention. |
| Armadale Primary School has selected '**Building Practice Excellence'** because we want to improve the overall collective efficacy of teachers and want them to know and understand their learners and current context more deeply. We will design for and enact the curriculum to promote authenticity for learning which will lead to student growth.   Our teaching staff are ready to explore and action exemplary pedagogy and collaboratively share skills; expertise and experience. Building consistency and quality of teaching practice across the school will lower the instances of in-school variation in student performance.

Armadale Primary School has selected '**Curriculum Planning & Assessment** because we want to instil and design a rigorous, real and rewarding curriculum that is reflective, rich in thinking and is revealing for all learners. We wish to continue to build our capacity in collecting evidenced based information about growth of the whole child. We will co-design elements of the Victorian Curriculum to enable learner voice and agency to enable more authentic learning experiences. Our teachers will use multiple sources of evidence, including feedback from students and foster self-assessment, to evaluate student progress and growth and the impact of teaching. The collection of evidence of learning and impact of practice will occur throughout the whole learning cycle and inform exactly where the learner is at. |

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	**Build the capacity of all staff through collaborative sharing of best practice pedagogy to develop a culture of learning excellence.** **Continuing the partnership with Ed Partnerships** **Empowering the teachers to be more researchful and continuing to gather data and analysing our context** **Collecting evidence of impact through student shadowing**

Framework for Improving Student Outcomes

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Curriculum Planning and Assessment	• Enacting the Victorian Curriculum to incorporate the 7 R's of a Quality Curriculum -Ron Richardt • Co-designing elements of the curriculum to enable student voice and agency • Implementing assessing as learning strategies • Capture evidence of student learning as a measure of feedback to teachers of their impact and evaluate that evidence

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 provide personalised, authentic and meaningful learning experiences for our students, to afford them choice in their learning, a voice and agency to make a significant difference and to fully participate in school life
IMPROVEMENT INITIATIVE	Building Practice Excellence
STRATEGIC PLAN TARGETS	1. NAPLAN Year 3 to Year 5 relative growth mean figure to be at or above 'like schools' for Reading, Writing, Spelling and Numeracy each year. 2. All students deemed capable achieve one year's growth or greater, for each year as measured by teacher judgements in all learning domains. 3. Support and extension of students already achieving above expected levels to be strengthened, catering for those deemed highly capable. 4. 'On Demand' assessments to reflect 6 months' growth in Maths for year 5 and 6 students from term 2 to term 4. 5. Research and consider additional forms of data to enhance triangulation, to better inform teacher judgments. 6. Develop the capacity of teachers to target their teaching to effectively differentiate the curriculum for all students. 7. To achieve a cultural shift of all staff from 'compliance to commitment', as evidenced by cross pedagogical surveys which show strengthened alignment between teachers and students. 8. Document evidence of student learning and growth through our work with Ed Partnerships.
12 MONTH TARGETS	1. Through the development of our action-research based teaching and learning model, we will increase the percentage of students achieving high growth by 20% and decrease the percentage achieving low growth by 10% on NAPLAN relative growth assessments for Reading, Writing, Spelling and Numeracy - Year 3 to Year 5 from the following 2016 benchmarks: Reading - 32% (L) 54% (M) 14% (H) to 34% (High gain)in 2017 Writing - 17% (L) 64% (M) 17% (H) to 30% (High gain) in 2017 Spelling – 17% (L) 50% (M) 25% (H) to 30% (High gain) in 2017 Numeracy 24% (L) 65 (M) 10% (H) to 35% (High gain) in 2017 2. All students deemed capable achieve one year's growth or greater, for each year as measured by teacher judgements in all learning domains. 3. Support and extension of students already achieving above expected levels to be strengthened, catering for those deemed highly capable. 4. 'On Demand' assessments to reflect 6 months' growth in Maths for year 5 and 6 students from term 2 to term 4. 5. Use PAT Maths and PAT Reading and analyse data to inform teaching and learning. 6. Targeted improvement in Writing across the school with additional support, workshops and engagement in this SaGE Network focus 7. To identify all students making below one-year growth in Mathematics and English and provide support/intervention to increase growth across one year. 8. Increase the number of students achieving an A or B in Mathematics or English to be at least 50% as measured by teacher judgements from Prep to 6. 9. Implement a targeted approach to students demonstrating high ability through quality differentiation

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD

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Build the capacity of all staff through collaborative sharing of best practice pedagogy to develop a culture of learning excellence	Continue to gather evidence on what we were already doing, started the cycle for delving deeper into understanding our learners better. We realised that as a school, if we want to promote optimum growth in our learners then we need to identify what it is that we are doing well.	Leadership team Whole staff Whole staff	Semester one	**6 months:** - Distributive model of leadership strengthened with teacher leaders leading the learning of self and others - Documented enactment of the Vic. Curric showing design of authentic learning experiences - Whole school design and enactment of Victorian Curriculum using the 7 R's	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: - Authentic feedback from students to teachers indicating and rating effectiveness of teaching and learning strategies -	🔴 🟡 🟢			
Empowering the teachers to be more researchful and continuing to gather data and analysing our context	Identifying our strengths will enable us to analyse and understand our context in depth. In order to do this, we will need to build our capacity to collect evidence. We will need to determine what evidence we have and identify what else we will need to gather.	Teacher Leaders Teaching teams Whole staff	Whole Year	**6 months** - Greater understanding of our context and who are learners are				
				12 months - Strengthening our teaching expertise, knowing our learners, how they learn and how to engage with them in enrich learning experiences				
Continue our Partnering to Learn with 'Ed partnerships' to deepen and strengthen our learning designs and experiences to improve student learning and growth	Ensure the Learning Architecture and organisational climate of the school enables these actions to be implemented Allocation of the Professional Learning budget to enable the partnership with Ed Partnerships to continue Context analysis shows a deeper shift in the understanding of what leadership might look like for our teacher leaders. We are using a continuum for our teacher leaders to use to plot their growth in leadership capacity Professional learning to continue with tapping into external and internal expertise Affording the sharing of best practice in Level team communities Targeted approach to writing across the school using research based effective strategies as well as those implemented by the network	Teacher Leaders Teaching teams Whole staff	Whole Year	**6 months:** - Revealed through survey data that our changes to the Learning Architecture have enabled the professional learning afforded to staff to have greater impact on student learning - Student agency and voice are captured by teachers to inform and improve learning experiences and outcomes, evidenced by documentation - Evidence of students exhibiting metacognitive strategies and self-regulation of learning through digital portfolios using audio clips and moving images - Increased transparency and incidence in sharing of excellent classroom practice embedded in daily practice - Openness to learning and acceptance of dissonance and ambiguity with greater ownership transferring to teachers as collaborators	🔴 🟡 🟢		20,000 Allocated for Professional Learning which includes Ed Partnerships 70,000 allocated for the CRT budget of which a significant proportion is for PL and release for curriculum design time	
				12 months: - Student achievement growth across all areas of Victorian Curriculum - Achievement of targets identified above in student learning in English and Maths - Improvement in Writing across the whole school - Improvement in student confidence in students as learners, change in language used by student to indicate growth and adapted mindset - Attitudinal shift in perception of teachers seeing themselves as learners and active researchers revealed in staff surveys and pedagogical cross walks.	🔴 🟡 🟢			

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Collecting evidence of impact through student shadowing	Teacher leaders continue student shadowing opportunities and shares these with the rest of the staff	Whole staff	Whole Year	6 months: - Increased student shadowing which reveals information about teaching effectiveness	🔴 🟡 🟢			
				12 months: - Whole school undertakes student shadowing which reveals information about teaching effectiveness	🔴 🟡 🟢			
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To maximise student achievement growth across the Victorian Curriculum in Mathematics and English from Prep to Year 6
IMPROVEMENT INITIATIVE	Curriculum Planning and Assessment
STRATEGIC PLAN TARGETS	1. NAPLAN Year 3 to Year 5 relative growth mean figure to be at or above 'like schools' for Reading, Writing, Spelling and Numeracy each year. 2. All students deemed capable achieve one year's growth or greater, for each year as measured by teacher judgements in all learning domains. 3. Support and extension of students already achieving above expected levels to be strengthened, catering for those deemed highly capable. 4. 'On Demand' assessments to reflect 6 months' growth in Maths for year 5 and 6 students from term 2 to term 4. 5. Research and consider additional forms of data to enhance triangulation, to better inform teacher judgments. 6. Develop the capacity of teachers to target their teaching to effectively differentiate the curriculum for all students. 7. To achieve a cultural shift of all staff from 'compliance to commitment', as evidenced by cross pedagogical surveys which show strengthened alignment between teachers and students. 8. Document evidence of student learning and growth through our work with Ed Partnerships.
12 MONTH TARGETS	1. NAPLAN Year 3 to Year 5 relative growth mean figure to be at or above 'like schools' for Reading, Writing, Spelling and Numeracy each year. 2. All students deemed capable achieve one year's growth or greater, for each year as measured by teacher judgements in all learning domains. 3. Support and extension of students already achieving above expected levels to be strengthened, catering for those deemed highly capable. 4. 'On Demand' assessments to reflect 6 months' growth in Maths for year 5 and 6 students from term 2 to term 4. 5. Use PAT Maths and PAT Reading and analyse data to inform teaching and learning. 6. To identify all students making below one-year growth in Mathematics and English and provide support/intervention to increase growth across one year. 7. Increase the number of students achieving an A or B in Mathematics or English to be at least 50% as measured by teacher judgements from Prep to 6.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Enacting the Victorian Curriculum to incorporate the 7 R's of a Quality Curriculum -Ron Richardt	Consolidate a whole-of-school curriculum plan for the coordinated and sequential implementation of the Victorian curriculum. Design visual of whole school pedagogical model of curriculum enactment and implementation Provide professional learning opportunities for teachers to understand the 7 R's of a quality curriculum.	Leadership team Teacher leaders All staff	The whole year	6 months - Whole school curriculum plans and units of inquiry are being developed using the 7 R's 12 months - Planning documents across the school are consistent with the development of our pedagogical model of inquiry and show application of the 7R's	● ● ● ● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	CRT budget to enable teacher release	
Co-designing elements of the curriculum to enable student voice and agency	Teachers collaboration will enable thinking more deeply about curriculum design and capturing evidence of student learning more widely. Whole staff analysis of the cross pedagogical survey has revealed the strengths and improvements needed to strengthen our practices to deepen the learning experiences for our students. These are being actioned in teams.	All staff	All year	6 months - Student agency and voice are captured by teachers to inform and improve learning experiences and outcomes, evidenced by documentation 12 months	● ● ● ● ● ●			

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				- Evidence of students exhibiting metacognitive strategies and self-regulation of learning through digital portfolios using audio clips and moving images.				
Further Implementing assessing as learning strategies.	Increased usage of formative assessment strategies to enable growth and learning Consolidate assessment toolkit in English and Mathematics at all levels to ensure multiple sources of data are available to confirm the reliability and validity of assessment and early identification of poor performance. Develop capacity of teachers to use multiple sources of feedback and other assessment data Strengthen data literacy of teachers and use the PAT suite of assessments to validate student learning growth	Whole staff	All year	6 months - Students are supported in their learning and are demonstrating strengthened thinking capabilities and problem solving to enable self -learning				
				12 months: - Staff have developed capacity in knowing what to assess and where the learners are at - Student achievement growth across all areas of Victorian Curriculum - Achievement of targets identified above in student learning -	🔴 🟡 🟢			Purchase of PAT suite for Maths and Reading at $1330.00 for a site licence and 830.00 for 2 resources PD and release of teachers for PD
Capture evidence of student learning as a measure of feedback to teachers of their impact and evaluate that evidence	Continue to administer student learning surveys and professional learning scaffolds to reveal data Data is analysed to reveal impact Provide opportunities for teachers to look at both the assessment criteria of NAPLAN and the item analysis data to gain information about student gaps and misconceptions. Develop capacity of teachers to use more zone of proximal development data to better differentiate the curriculum for students. This will enable extension of student learning and catering for high achievers.	Leadership Teacher Leaders Whole staff		6 months: - Staff are beginning to see evidence of impact from improved assessment as learning strategies	🔴 🟡 🟢			
				12 months: - Staff have documented evidence of which assessment strategies have the highest impact on student learning	🔴 🟡 🟢			

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:	● ● ●			

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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:

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